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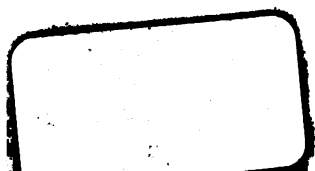
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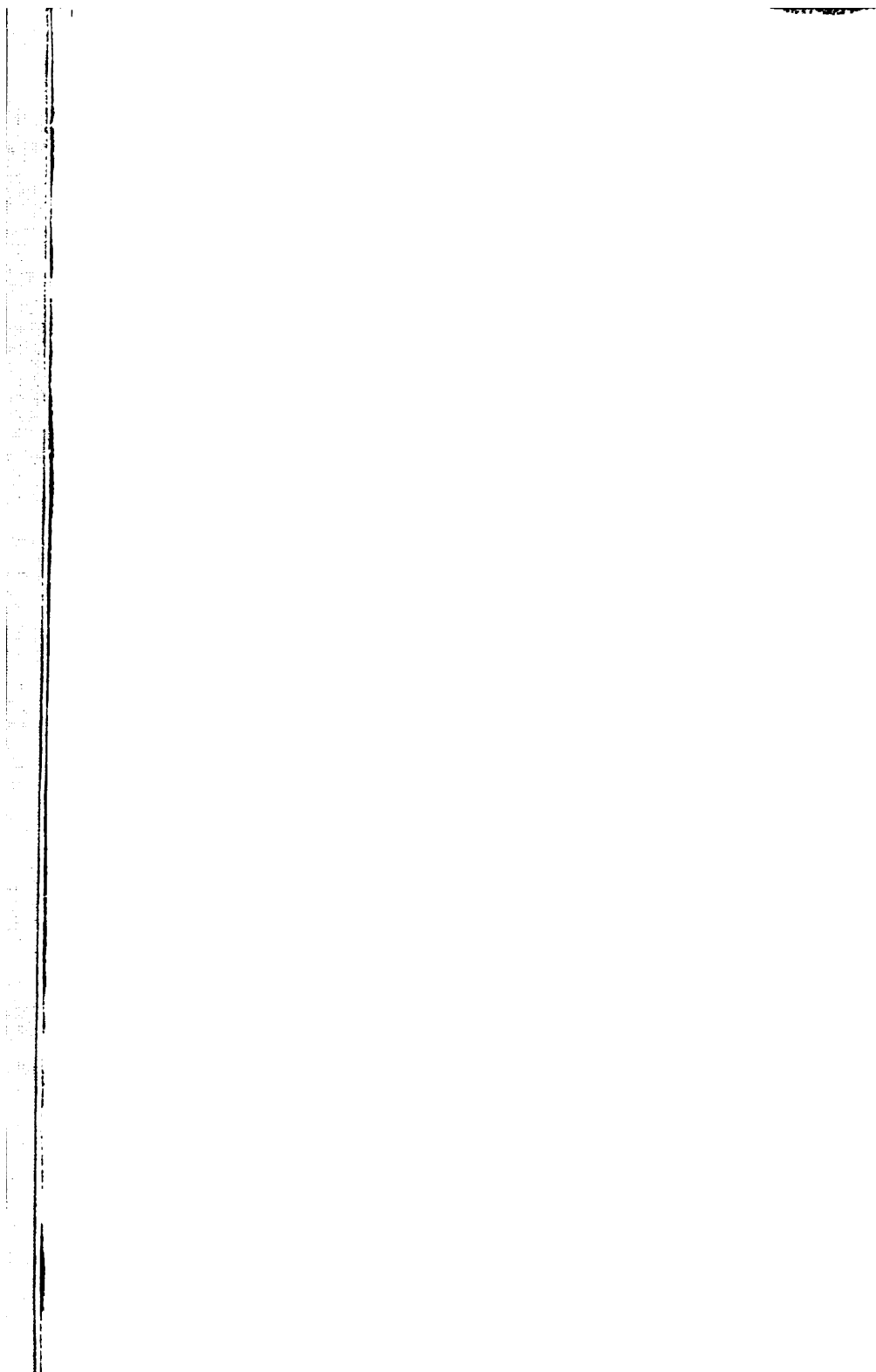
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STF
Cincinnati
Education





COMMON SCHOOLS OF CINCINNATI.

PART FIRST.

FIFTY-SIXTH
ANNUAL REPORT

FOR THE

SCHOOL YEAR ENDING AUGUST 31ST, 1885.



PART SECOND.

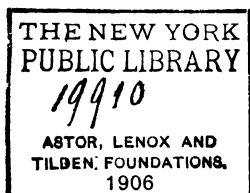
A HAND-BOOK

FOR THE

SCHOOL YEAR BEGINNING SEPTEMBER 1ST, 1885.

PRINTED BY ORDER OF THE BOARD.

CINCINNATI:
WILSTACH, BALDWIN & Co., STATIONERS AND PRINTERS,
141 and 143 Race Street.
1885.



NEW YORK
PUBLIC
LIBRARY

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ERRATA AND CHANGES.

On page 169—Zoölogy—Should be "Grade A, Second Session," instead of "Grade C, First Session."

On pages 170 and 171—The following course in German, instead of the course as printed:

COURSE OF STUDY.

GERMAN DEPARTMENT.—I. ADVANCED COURSE.

GRADE D.

First Session—Otto's German Grammar, Part I; Grube's Charakterbilder aus der Geschichte und Sage, Vol. II.

Second Session—Otto's Grammar, Part II; Grube, Vol. II.

GRADE C.

First Session—Otto-Joynes' Exercises for translating English into German, 25 pages; Schiller's "Wilhelm Tell," Acts I and II; Grube's Charakterbilder, Vol. II.

Second Session—Otto-Joynes' Exercises, etc., pp. 25-50; "Wilhelm Tell," Acts III, IV, V; Grube, Vol. II.

GRADE B.

First Session—Otto-Joynes' Exercises, etc., pp. 86-96; Goethe's "Iphigenie;" Dietlein's Lesebuch.

Second Session—Otto-Joynes' Exercises, pp. 97-122; Schiller's "Wallenstein;" Dietlein's Lesebuch.

GRADE A.

First Session—Kluge, Geschichte der deutschen National-Literatur, Erste Haelfte; Goethe's "Hermann und Dorothea;" Dietlein's Lesebuch.

Second Session—Kluge, Zweite Haelfte; Gustav Freytag's Ahnen; Dietlein's Lesebuch.

II. BEGINNING COURSE.

GRADE C.

First Session—Otto's German Grammar, through "Regular Verb."

Second Session—Otto's Grammar, through "Irregular Verbs;" selections from Ahn-Henn's First German Reader.

GRADE B.

First Session—Otto's Grammar, review of the "Irregular Verbs," and through Part I; Grube, Charakterbilder aus der Geschichte und Sage, Vol. I.

Second Session—Otto's Grammar, through Part II; Grube's Charakterbilder, etc., Vol. I.

FRENCH.

On page 171—Grade B—"Le Bourgeois Gentilhomme (Moliere)," instead of "Brunner, continued."

On page 171—Grade A—"Borel Grammar; Corneille (Racine)," instead of 'Le Bourgeois Gentilhomme (Moliere).'"

On page 172—Strike out Mental Science course.

On page 172—Physiology should be Grade C, instead of Grade D.

On page 172—History should read as follows:

GRADE D.

First Session—Thalheimer's to Chap. XVII, Book I.

Second Session—Thalheimer's to Chap. XVI, Book II.

GRADE C.

First Session—Thalheimer's finished and reviewed.

On page 173—French—Borel's Grammar added.

On page 173—Geology—Dana's Geology, A Grade.

On page 173—Mathematics—Ray's Test Problems in Algebra, D and C Grades, text-book optional.

On page 173—Philosophy—Mental stricken out.

On page 173—Zoölogy—Tenney's Elements of Zoölogy, A Grade.



▷ PART FIRST ◁





REPORT OF THE PRESIDENT.

In pursuance of the Rules and the provisions of the Statutes of Ohio, I herewith present a report of the general condition and the operation of the schools under control of your Board for the year ending August 31, 1885.

At the initiative of this report, the difficulty occasioned by the different years officially recognized by this Board presents itself. First is the calendar year, ending December 31st; second, the fiscal year, ending August 31st; third, the school year, ending practically June 30th; fourth, the year of the life of the Board, ending the third Monday in April. The attention of the Board has been called to this matter heretofore, but, thus far, no definite action has been taken for its betterment. For the general understanding, more particularly as to the collection and distribution of taxes for school purposes, the harmonizing of these various years would overcome and refute much adverse criticism, and more reliable comparisons might be instituted with other cities. In addition to this, the fact should be remembered that all departments of our city government have their fiscal years ending with the calendar year.

The matter of having counsel separate and distinct from the City Solicitor should receive your attention. There is no intention to reflect on the City Solicitors, past or present. They rendered such service as was in their power—at all times valuable service. Nevertheless, in the multitude of city business, our rights have been jeopardized more than once. But the greatest urgency for separate counsel arises from the almost absolute

necessity of a regularly constituted legal authority present at each and every meeting of the Board, and at such meetings of committees as directed by the Board. He could advise and caution the Board, if at any time they should, from lack of knowledge, proceed to do any illegal act, and thus save future litigation. Instances in the past have demonstrated that careful advice, such as referred to, would many times have saved in one year more than ten years' salary to such counsel. Furthermore, it is the opinion of many well-informed persons that he might secure to the uses of the Board much money to which they are justly entitled and credited with, yet which, through neglect, has been diverted from its proper channel.

There has been no important change in legislation affecting this Board, except that the time of use of school books adopted by this Board is placed at a minimum of five years. This act can not be too warmly applauded, as all parents of school children are interested in its wise provisions, both from a monetary point of view and from a scholastic one. Educators have found that frequent changes of text-books are baneful to the best results in school work.

The bill to again take the right of levy for taxation (subject to a maximum rate) from this Board, and re-vest in the Tax Commission the right of revision, failed of passage, and affords another cause of gratulations, as we are now passing through a season of increased expenditure caused by repairs which were delayed from the time when the Board was operating under the former, popularly termed, "Tax Commission Law."

LOTS.

Payments to the amount of \$41,338.50 were made, these being the deferred payment notes on the "Mathers" and "Boyle" purchases made a year ago. In the matter of the Foster lot, judgment was given in favor of Mr. Foster by the Superior Court in General Term. The Board at a late meeting decided to complete the purchase of the Foster lot at the original price, \$62,500,

provided Mr. Foster would relinquish all claims for interest. Negotiations on this matter are still pending, and, if closed, the payment will be charged to the expense of the next fiscal year.

It may be well to recall the advice of a former President, that the wants of the future should be anticipated in the purchase of lots, and that all lots should be purchased after proceedings in condemnation. By attention to the first point, sites would be obtained at lower prices; and, by the second, would be determined both the necessity for the lot and its equitable valuation. This would relieve the Board from much unpleasant criticism arising from an appearance of hasty and extravagant action.

TEACHERS' NORMAL INSTITUTE.

Under a suspension of the rules, the Teachers' Institute was held on four successive Saturdays after the opening of the schools. It was demonstrated to be no improvement on the old plan of holding the same.

FINANCES.

It will be seen, by reference to the Clerk's financial report and comparative statement, that the expenses of the schools are somewhat in excess of last year. This was not unexpected. As has been noted before, many expenses were for work which should have been done a year sooner, and could no longer be delayed. But, in view of the growth of the city, and the constantly growing suburban demands for school facilities, the expense is small compared with the opportunities afforded pupils through colonies, which, directly and indirectly, are very expensive.

The population of the suburban hills are clamoring for new school-houses; for these localities, which were uninhabited a few years ago, are now the most thickly peopled. Mt. Auburn, Walnut Hills, Corryville, and Price Hill are all insufficiently provided for. While the Board has provided most generously in accordance with their means, the fact stares us in the face that enough has not been done.

Two Intermediate Schools—one on Mt. Auburn, between the Sixteenth and Twenty-third Districts, and one on Walnut Hills, between the Nineteenth and Twenty-second Districts—would relieve these four schools of their Intermediate Departments. This would give increased room for purely District work, and for the use of the smaller children, who are not able to travel such long distances, and at the same time would offer the most practical solution of the difficulties.

Price Hill has been provided for temporarily by the fitting up for school purposes of seven rooms in the Boyle House. Also an addition of three rooms to the Twenty-third District is now being made. Neither of these buildings will, in the course of a year, accommodate the increase of pupils.

A NEW HIGH SCHOOL.

A High School, to accommodate some of the pupils in the territory embraced by Walnut Hills, Corryville, Mt. Auburn, and the East End, is no longer a question of the future. To-day it demands the earnest attention of the Union Board and this Board, both Hughes and Woodward being overcrowded.

The school furniture in most houses has not been replaced for many years, and we must expect a great increase in this item of expense if we are to keep up the high standard of our schools.

The work of our schools exhibited at New Orleans elicited the warmest praise on all sides. The Cincinnati schools retain their rank as being equal to the best, second to none, and in many respects surpassing our sister cities.

Attention is called to the accompanying reports of the Officers of the Board and of the Public Library for detailed statements of the various matters intrusted to their care. That they have labored earnestly and zealously is best attested by the results in each of their several departments.

The Rules and Regulations have been revised by the proper committee, and action on the report is now pending. Many

beneficial changes are suggested, and will in all probability be adopted.

All the committees have rendered cheerful service, and they, together with the employes in general, merit your commendation.

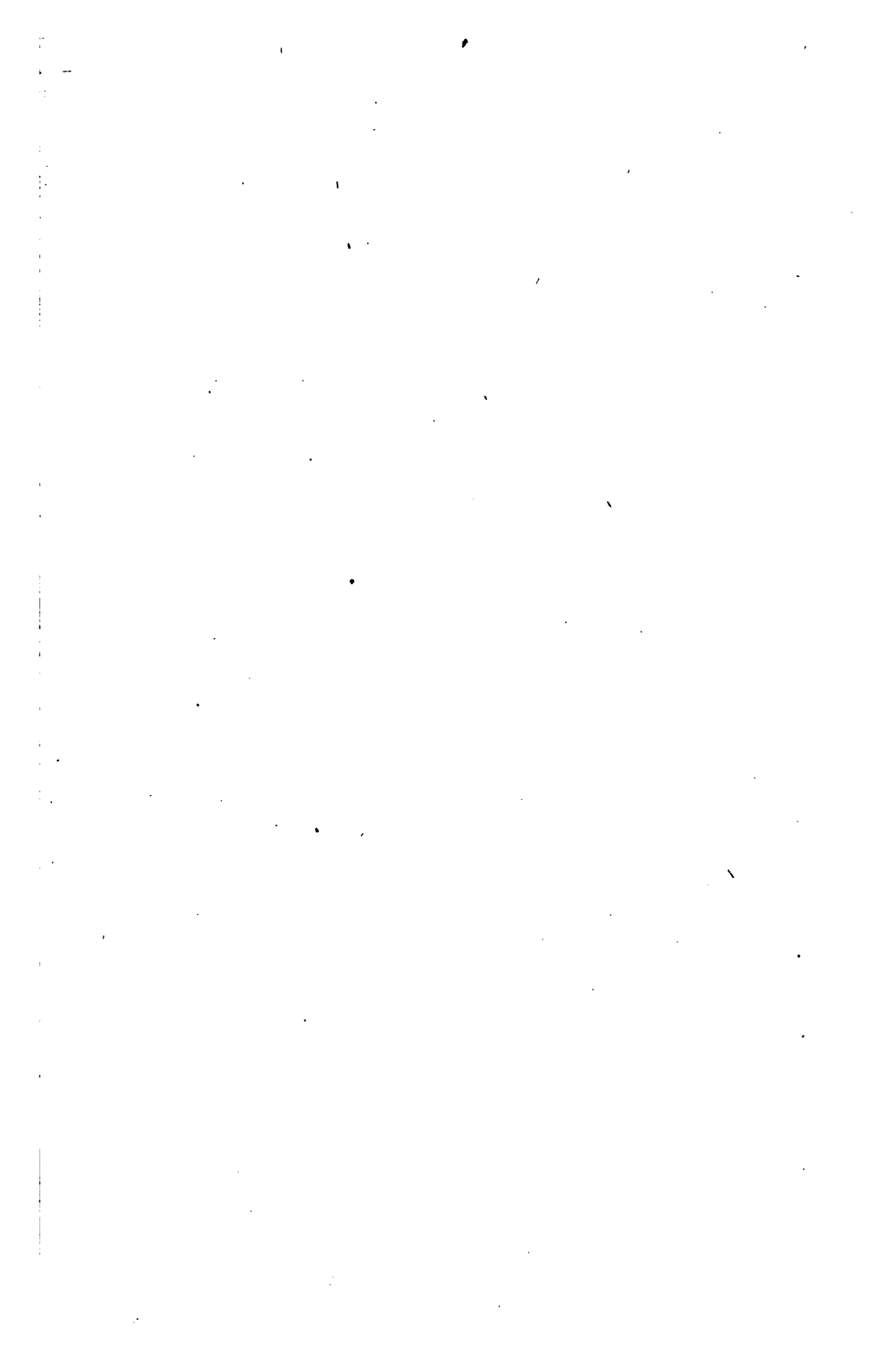
In considering our work, the public should endeavor to form some idea of the vast responsibility placed upon us, and the laborious task required of us. While we confidently claim credit for an honest endeavor to discharge the duties of our offices, we have a right to ask that the magnitude of those duties should be considered before we are criticised for errors of judgment in the discharge of such honorable trusts, amid the cares and perplexities of our daily vocations.

While there is opportunity for improvement, still the many good qualities of our school system should give us the right to rejoice in the certain success of our Common Schools, and encourage us to continue to work out for them the wise course that will enable all pupils to enter on their life-work fully equipped for all its demands, and better prepared than any that have preceded them.

In conclusion, I congratulate the Board on its able, energetic corps of principals and teachers, to whom the credit of present success and advancement of our schools is due; who, amid the trying occurrences of their calling, and assailed by unjust criticism, have succeeded, through patience, intelligence, and labor, in retaining for our schools their well-known pre-eminence.

Respectfully yours,

GEORGE EMIG, *President.*



CLERK'S FINANCIAL REPORT.

OFFICE CLERK BOARD OF EDUCATION,
CINCINNATI, August 31, 1885. }

To the Board of Education of the School District of Cincinnati:

GENTLEMEN: Permit me to submit to your Honorable Board the accompanying statement of receipts and expenditures of the Board for the fiscal year ending August 31, 1885:

RECEIPTS.

COMMON SCHOOL FUND.		
Balance on hand September 1, 1884.....		\$67,230 05
Taxes— { Last half 1883, } From State in full.....	\$66,626 96	
{ Duplicate. } From School Dist. in full.....	109,983 64	\$176,610 60
{ First half 1884, } From State in full.....	69,918 10	
{ Duplicate. } From School Dist. in full.....	337,501 03	407,419 13
Account last half 1884, Duplicate, not yet distributed....		153,000 00
		737,029 73
Sale of lot in Fairmount (P. J. O'Maley).....		578 50
Sale of Columbia Library lot (S. S. Holbrook).....		3,795 00
Payments on Magill lots... { M. Duffy.....	425 60	
{ H. T. Keller.....	531 67	
{ G. Kleine.....	637 80	
{ P. Kleine.....	640 50	2,235 57
High School Funds..... { From Hughes Fund Trustees.....	2,219 68	
{ From Woodward Fund Trustees.....	9,496 45	11,716 13
Tuition, non-residents... { High Schools.....	8,190 00	
{ Other Schools.....	1,571 30	9,761 30
Examination Fees of candidates for teachers' certificates.....		173 00
Sale of old fixtures at Boyle Mansion, Price Hill.....		1,998 94
Sale of old harness.....	4 00	
Sale of old bell.....	18 00	
Sale of old desks.....	111 00	
On error in warrant.....	2	133 02
		\$834,651 24
LIBRARY BOOK FUND.		
Balance on hand September 1, 1884.....		\$1,130 70
Taxes... { Account last half 1883, Duplicate.....	\$3,799 71	
{ In full first half 1884, Duplicate.....	7,583 77	
{ Account last half 1884, Duplicate.....	2,000 00	13,393 48
Interest on bequest bonds (\$17,300).....		557 50
		\$15,081 68

EXPENDITURES OF THE SCHOOLS.

SCHOOLS.	Teachers' Salaries.....	Janitors' Salaries.....	Repairs and Improvements..	Furniture	Fuel.....	Heating Fixtures.....	Gas.....	Rent.....	Lots	Totals.....
1st District.....	\$16,089 96	\$638 80	\$441 71	\$42 50	\$543 20	\$105 77	.....	.....	.....	\$17,911 94
2d District.....	12,817 43	588 00	298 81	6 00	288 00	87 89	\$8 57	.....	.....	14,094 20
3d District.....	10,944 63	637 60	2,061 83	298 90	243 80	154 42	.....	.....	.....	14,381 18
4th District.....	8,763 76	403 20	243 34	145 49	267 95	56 61	.....	.....	.....	9,890 38
5th District.....	12,363 79	688 80	240 20	1 50	220 00	80 23	.....	.....	.....	13,594 52
6th District.....	17,597 42	873 60	470 92	2 00	735 50	200 03	.....	.....	.....	19,879 47
7th District.....	13,341 63	672 00	331 64	20 50	218 25	27 50	6 72	.....	.....	14,618 24
8th District.....	14,969 53	902 40	2,120 26	5 45	797 25	180 07	47 62	\$100 00	.....	19,122 58
9th District.....	11,738 76	537 60	437 95	3 00	237 00	60 10	.....	.....	.....	13,014 41
10th District.....	15,976 51	956 40	366 39	48 05	448 00	83 18	21 70	.....	.....	17,900 23
11th District.....	19,318 14	823 20	982 13	6 00	641 50	296 89	20 64	.....	.....	22,088 50
12th District.....	16,894 41	831 60	442 44	2 00	833 00	187 10	.....	.....	.....	19,190 55
13th District.....	19,261 01	1,133 40	278 13	14 50	329 20	81 36	24 80	.....	.....	21,122 40
14th District.....	16,493 50	822 00	326 56	2 50	617 50	103 15	.....	.....	.....	18,365 21
15th District.....	17,228 90	806 40	226 90	17 00	725 45	161 91	.....	.....	.....	19,166 56
16th District.....	12,061 76	537 60	270 79	4 00	349 00	122 21	12 16	.....	.....	13,357 52
17th District.....	9,365 88	537 60	244 01	19 00	433 25	106 18	.....	.....	.....	10,705 92
18th District.....	13,286 39	672 00	405 86	134 25	674 50	146 39	1 60	.....	.....	15,320 99
19th District.....	8,316 89	508 91	508 91	11 75	224 60	69 96	.....	.....	.....	9,669 71
20th District.....	16,929 51	873 60	161 76	3 50	748 40	120 60	.....	.....	.....	18,837 87
21st District.....	24,452 96	1,449 60	2,259 68	262 69	920 95	246 41	.....	252 50	\$20,538 50	50,683 29
22d District.....	17,666 47	812 40	229 23	14 25	832 25	231 32	.....	.....	20,500 00	40,285 92
23d District.....	10,905 26	604 80	2,461 55	212 15	556 25	206 20	.....	315 00	.....	15,261 21
24th District.....	15,013 46	1,020 60	365 21	5 50	908 70	163 37	.....	.....	.....	17,476 84

EXPENDITURES OF THE SCHOOLS.—Continued.

SCHOOLS.	Teachers' Salaries.....	Janitors' Salaries.....	Repairs and Improvements..	Furniture	Fuel.....	Heating Fixtures.....	Gas.....	Rent.....	Lots.....	Totals.....
25th District.....	\$13,498 97	\$730 80	\$336 49	\$40 52	\$615 45	\$129 30	.....	\$380 00	.....	\$16,221 53
26th District.....	15,197 21	806 40	459 56	.....	288 00	114 26	.....	.....	.....	16,870 48
27th District.....	10,446 89	504 00	178 91	.....	693 50	91 42	.....	117 00	.....	12,080 72
28th District.....	12,060 00	642 00	517 93	1 00	531 60	112 72	.....	162 00	.....	14,027 25
1st Intermediate.....	20,315 88	940 80	653 17	285 50	335 75	96 94	.....	.....	.....	22,628 04
2d Intermediate.....	14,359 27	672 00	533 94	16 73	296 50	162 62	\$34 40	.....	.....	16,075 46
3d Intermediate.....	19,878 69	806 40	275 01	6 75	768 20	406 81	34 72	.....	.....	22,174 56
4th Intermediate.....	16,877 39	638 40	442 83	2 00	499 50	86 06	59 52	240 00	.....	18,845 70
Gainess and Western.....	14,088 00	749 28	640 25	.....	458 90	75 03	1 92	.....	.....	16,013 38
Eastern.....	2,446 50	285 60	292 55	.....	205 85	64 57	28 26	.....	.....	3,323 33
Walnut Hills.....	3,544 88	348 00	192 68	.....	152 35	42 42	30 00	.....	.....	4,310 83
Sedamsville.....	895 50	66 60	1 35	.....	97 35	8 57	.....	325 00	.....	1,394 37
Cumminsville.....	1,450 00	.....	207 13	28 75	113 00	7 28	.....	.....	.....	1,806 16
Mornington.....	4,398 75	265 20	179 59	129 50	176 50	84 52	.....	.....	.....	5,229 06
Deaf-Mute.....	1,750 00	.....	12 42	.....	.....	.....	.....	.....	.....	1,762 42
Principal Colored Schools.....	1,900 00	.....	.....	.....	.....	.....	.....	.....	.....	1,900 00
Normal.....	5,488 00	.....	24 99	16 50	.....	.....	.....	.....	.....	5,529 49
Music.....	12,687 00	.....	.....	.....	.....	.....	.....	.....	.....	12,687 00
Drawing.....	5,559 38	.....	.....	.....	.....	.....	.....	.....	.....	5,559 38
Penmanship.....	4,237 63	.....	.....	.....	.....	.....	.....	.....	.....	4,237 63
Hughes High.....	20,997 50	672 00	1,404 46	76 50	428 90	194 58	46 34	.....	.....	23,818 28
Woodward High.....	21,735 75	857 50	1,484 88	46 93	454 25	59 51	19 69	.....	.....	24,658 51
Totals.....	\$575,595 15	\$27,415 78	\$24,034 35	\$1,933 16	\$8,910 10	\$5,014 99	\$368 66	\$2,421 50	\$41,388 50	\$697,032 19

EXPENDITURES 1884-85.

<i>Amount brought forward.....</i>		\$697,032 19
OFFICERS' SALARIES.		
Clerk Board of Education	\$2,691 65	
Assistant Clerk Board of Education	1,614 93	
Superintendent of Schools	3,768 37	
Clerk to Superintendent of Schools	1,021 85	
Superintendent of School Buildings	2,691 65	
Secretary Union Board	431 36	
Sergeant-at-Arms Board of Education	33 00	
		12,252 81
PUBLIC LIBRARY.		
Salaries of Librarian, Assistants and Attendants	\$26,183 83	
Salaries of Engineers, Janitors and Watchmen	4,601 75	
Repairs	1,441 78	
Fuel	1,605 31	
Supplies	4,244 00	
Printing	260 00	
Heating Fixtures	1,401 00	
		39,737 67
GENERAL ACCOUNT.		
Furniture	\$43 00	
Supplies	3,856 85	
Printing	2,635 13	
Advertising	270 88	
Repairs	1,735 53	
Fuel	49 35	
Rent	375 00	
Gas	32	
Census	1,163 81	
Normal Institute	160 00	
Books for indigents	882 67	
Incidentals	2,759 23	
		13,931 77
Grand Total		\$762,954 44

FACE OF LEDGER.

CASH.	SCHOOL FUND.		LIBRARY FUND.	
	Dr.	Cr.	Dr.	Cr.
Balance September 1, 1884	\$67,230 05		\$1,130 70	
Receipts during fiscal year	767,421 19		13,950 98	
Expenditures during fiscal year		\$762,954 44		\$13,653 54
Balance August 31, 1885		71,696 80		1,428 14
Totals	\$834,651 24	\$834,651 24	\$15,081 68	\$15,081 68

Respectfully submitted,

ROBT. G. STEVENSON, *Clerk.*

COMPARISON OF EXPENDITURES FOR THE YEARS 1876-85.

	Year Ending August 31, 1876.	Year Ending August 31, 1877.	Year Ending August 31, 1878.	Year Ending August 31, 1879.	Year Ending August 31, 1880.	Year Ending August 31, 1881.	Year Ending August 31, 1882.	Year Ending August 31, 1883.	Year Ending August 31, 1884.	Year Ending August 31, 1885.
Teachers' Salaries. { Day.....	\$477,953 55	\$493,658 18	\$498,824 46	\$518,269 96	\$522,030 61	\$534,376 69	\$549,343 22	\$561,669 71	\$567,352 68	\$575,585 15
Officers.....	15,571 72	15,649 53	14,911 21	12,326 66	8,944 27	8,917 74	13,167 64	8,267 05	10,900 59	12,252 81
Librarians.....	11,600 15	10,540 36	10,377 89	11,365 11	11,503 07	11,294 20	12,255 82	10,890 54	22,783 30	26,183 83
Janitors.....	20,875 28	22,612 41	23,302 82	22,959 22	23,501 56	23,972 07	24,532 45	23,451 55	27,367 78	32,017 58
Buildings.....	87,844 76	24,478 91	24,545 56	26,456 23	26,224 61	27,278 87	27,089 68	27,833 94	14,639 57	15,732 16
Repairs.....	22,896 49	22,797 85	13,312 97	16,670 68	11,613 79	12,670 95	100,383 15	55,968 84	14,639 57	27,211 66
Lois.....	24,225 50	15,528 44	22,551 67	21,401 52	178 20	368 82	58,755 73	14,333 33	15,732 16	41,338 50
Furniture.....	3,723 75	7,366 65	4,101 92	6,555 23	8,965 84	5,546 11	3,454 25	7,057 38	8,113 12	1,976 16
Heating Fixtures.....	6,094 25	6,979 03	5,126 06	12,574 19	10,486 82	3,788 18	3,697 87	6,760 96	4,394 87	6,415 99
Rent.....	1,735 16	1,911 11	1,754 56	4,526 92	2,536 87	2,179 74	1,593 41	1,649 50	2,252 00	2,796 50
Fuel.....	6,135 76	13,632 91	8,847 15	7,472 11	1,528 17	13,112 11	28,432 25	11,671 15	7,380 31	20,564 76
Supplies.....	5,622 27	5,653 93	5,851 48	3,380 06	5,968 00	6,539 39	4,645 47	5,167 40	5,446 65	8,100 85
Printing.....	4,770 97	8,722 18	3,064 59	4,111 47	4,221 44	3,181 00	3,691 47	3,212 55	3,453 67	2,896 13
Advertising.....	776 28	256 87	400 63	492 87	233 15	617 96	453 70	246 00	387 50	270 88
Gas.....	6,091 69	6,719 04	5,953 11	6,704 34	5,429 47	4,587 23	5,051 04	4,617 63	2,831 53	† 368 96
Interest.....	60 00	.....	504 54	435 99	322 71	471 51	339 49	530 32	* 1,100 25	1,163 81
Census.....	1,243 78	697 81	.....	.....	.....	.....	.....	.....	.....	.....
Bonds.....	1,500 00	.....	.....	.....	.....	.....	.....	.....	.....	.....
Insurance.....	112 80	112 60	700 67	314 70	659 58	383 96	1,080 71	709 10	862 47	862 67
Free Books.....	540 80	809 55	6,248 45	4,501 12	1,326 33	1,829 15	1,679 89	2,585 16	2,406 17	2,919 23
Incidentals.....	2,393 55	1,813 31	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	\$725,020 78	\$660,933 66	\$699,587 76	\$741,274 40	\$687,193 71	\$672,875 05	\$689,397 12	\$769,399 25	\$692,544 62	\$762,954 44

* By a change in the State Law, each separate name is now enumerated, thus requiring over three times the former labor and expense.

† Gas used in Public Library is now charged to supplies.

ROBT. G. STEVENSON, Clerk.

SCHOOL EXPENSES, CINCINNATI, 1830 TO 1885, INCLUSIVE.

FISCAL YEARS ENDING IN	TOTAL EXPENSES.	TEACHERS' SALARIES.	Number teachers employed.....	Number enrolled pupils	Numb'r pupils in average daily at- tendance	Cost per pupil— total enrollm't on total exp'ns's	Cost per pupil— average daily attendance on total expenses..	Cost per pupil— total enrollm't on teachers' salar- ies.....	Cost per pupil— average daily at- tendance on teachers' salar's	Av'ge annual sal- aries—all teach- ers included....
1830.....	.....	\$ 5,196 51	22	.....	.....	.....	.....	.....	.....	.....
1831.....	.....	7,936 57	22	.....	.....	.....	.....	.....	.....	.....
1832.....	.....	7,911 13	28	.....	.....	.....	.....	.....	.....	.....
1833.....	.....	6,408 26	29	.....	.....	.....	.....	.....	.....	.....
1834.....	\$10,073 83	8,371 09	30	2,300	1,800	\$12 25	\$15 65	\$3 63	\$1 65	\$279
1835.....	28,175 25	8,648 43	43	2,400	1,500	11 47	17 77	3 60	5 60	201
1836.....	27,544 87	11,430 48	44	.....	.....	.....	.....	.....	.....	.....
1837.....	.....	14,999 05	47	.....	.....	.....	.....	.....	.....	.....
1838.....	23,222 66	15,546 37	53	2,900	2,400	8 00	9 68	5 46	6 60	.....
1839.....	22,063 99	19,901 10	64	4,180	2,500	4 91	8 80	4 41	7 96	.....
1840.....	24,956 43	19,604 35	63	5,057	2,604	4 93	9 59	3 87	7 52	.....
1841.....	28,668 84	18,594 82	59	6,081	2,760	4 71	10 60	3 05	6 07	.....
1842.....	.....	18,565 12	70	6,975	3,033	.....	.....	2 66	6 12	.....
1843.....	26,878 22	20,091 70	76	7,100	3,140	3 74	8 56	2 82	6 40	.....
1844.....	29,436 60	20,979 62	78	8,248	3,736	3 56	8 80	2 54	5 63	.....
1845.....	34,622 08	23,927 82	86	9,425	4,173	3 38	8 29	4 41	5 73	.....
1846.....	35,491 38	25,020 50	95	9,835	4,480	3 60	7 91	2 54	5 58	.....
1847.....	48,865 03	26,499 50	97	10,120	4,429	4 83	11 03	2 61	5 86	.....
1848.....	58,636 57	35,378 35	127	12,000	5,044	4 88	11 62	2 78	7 01	.....
1849.....	50,529 13	38,462 96	137	11,544	5,040	4 37	9 92	3 33	7 53	.....
1850.....	67,884 30	46,834 23	148	12,540	5,362	5 54	12 66	3 82	8 73	.....
1851.....	89,442 42	50,856 51	157	13,583	6,194	6 58	14 44	4 21	8 21	.....
1852.....	103,712 92	57,356 94	160	15,493	6,980	6 71	14 85	3 71	8 21	.....
1853.....	112,831 95	64,025 96	193	15,808	7,382	7 13	15 28	4 05	8 67	.....
1854.....	115,689 22	86,151 78	222	16,809	8,141	6 28	14 21	5 12	10 53	.....
1855.....	206,047 81	96,945 78	225	16,182	8,581	12 11	24 01	6 36	11 29	.....
1856.....	181,777 44	98,821 75	222	15,673	8,803	10 90	20 64	5 92	11 21	.....
1857.....	186,183 40	103,707 44	240	15,603	9,669	10 33	19 97	5 56	10 72	.....

SCHOOL EXPENSES, CINCINNATI, 1830 TO 1885, INCLUSIVE.—Continued.

FISCAL YEARS ENDING IN	TOTAL EXPENSES.	TEACHERS' SALARIES.	Number teachers employed.....	Number enrolled pupils	Numb'r pupils in average daily at- tendance	Cost per pupil— total enrollm't on total exp'ns's	Cost per pupil— average daily at- tendance on total expenses..	Cost per pupil— total enrollm't on teachers' salaries	Cost per pupil— average daily at- tendance on teachers' salaries	Av'ge annual salaries—all teach- ers included....
1838.....	\$203,616 81	\$133,284 54	252	17,999	10,546	\$11 31	\$19 30	\$7 40	\$12 63	\$528
1839.....	274,839 31	139,510 04	282	18,238	11,342	15 06	24 23	7 64	12 30	459
1840.....	230,834 14	147,437 45	317	20,892	12,387	11 04	18 41	7 05	11 76	465
1841.....	291,640 12	156,231 54	341	22,479	13,855	12 97	21 07	6 95	11 29	458
1842.....	212,294 46	146,703 50	348	22,520	14,024	9 04	14 51	6 61	10 02	421
1843.....	242,126 43	159,566 16	355	23,188	14,911	10 44	16 23	6 88	10 70	449
1844.....	279,760 00	186,271 06	373	23,318	14,963	11 89	18 69	7 92	12 44	499
1845.....	296,220 87	216,165 30	373	24,312	16,258	12 29	18 34	8 89	13 29	579
1846.....	322,050 58	240,798 26	384	24,898	16,855	12 93	19 72	9 67	14 30	627
1847.....	415,396 38	250,027 42	396	24,249	17,322	17 13	23 99	11 96	16 74	732
1848.....	504,050 21	311,435 96	418	26,352	18,476	19 12	27 28	11 81	16 85	745
1849.....	608,062 99	336,536 22	439	26,111	18,638	23 28	32 62	12 88	18 05	766
1850.....	680,054 06	368,372 33	450	27,875	19,140	24 89	35 53	13 21	19 34	818
1851.....	717,969 43	418,229 81	507	28,656	20,896	25 05	34 36	14 59	20 01	824
1852.....	746,027 03	419,713 18	510	27,617	20,048	27 37	37 21	15 19	20 93	822
1853.....	757,361 22	420,225 86	513	27,675	20,609	25 82	36 76	15 18	20 37	808
1854.....	753,029 56	437,891 26	510	28,949	21,496	25 32	34 11	15 12	20 37	808
1855.....	650,676 02	471,854 11	545	28,999	21,929	22 43	29 67	16 27	21 51	865
1856.....	725,020 78	493,525 27	579	30,115	22,420	24 07	32 33	16 38	22 01	862
1857.....	660,933 66	519,307 71	604	31,370	23,073	21 06	27 45	16 55	21 15	864
1858.....	693,387 76	523,735 67	633	32,276	23,062	21 67	27 91	16 22	20 89	867
1859.....	741,174 40	530,596 62	658	32,968	25,083	20 41	28 53	16 29	20 36	868
1860.....	687,136 71	551,024 58	630	33,654	26,049	20 41	28 57	15 77	20 38	845
1861.....	672,278 05	543,294 43	630	33,770	26,244	19 90	25 61	16 08	20 70	835
1862.....	639,387 12	562,510 96	639	34,254	26,521	15 04	23 40	16 41	21 21	833
1863.....	769,599 25	569,696 76	680	34,385	27,049	22 37	28 44	16 07	21 07	838
1864.....	622,344 62	567,352 68	636	35,271	28,172	19 63	24 38	16 08	20 13	815
1865.....	762,954 44	575,595 15	706	35,436	28,082	21 50	27 16	16 24	20 42	815

* A number of these years include salaries in Night Schools.

REPORT OF THE TREASURER

OF THE

BOARD OF MANAGERS OF THE PUBLIC LIBRARY.

PUBLIC LIBRARY,

CINCINNATI, July 1, 1885.

*To the Board of Managers of the
Public Library of Cincinnati:*

GENTLEMEN: I have the honor of submitting the following report of receipts and expenditures for the official year ending June 30, 1885:

RECEIPTS.			
Membership fees of non-residents.....	\$ 15 00		
Deposits for securtiy.....	159 00		
Catalogues and Bulletins sold.....	42 75		
Received for books lost or damaged....	43 63		
Old newspapers sold.....	22 28		
Fines.....	585 50		
Subscriptions refunded.....	3 73	\$ 871 89	
From Board of Education.....			
For salaries of Librarian and ass'ts..	\$24,230 81		
For salaries of janitors and engineer..	4,256 60		
For building and supplies.....	3,804 17		
For fuel and light.....	4,793 71	37,085 29	
From Library Fund (taxes).....		12,700 98	\$50,658 16
Cash in Library Fund June 30, 1884..		\$ 1,005 41	
Cash in hands of Treasurer of Board of Managers.....		2,546 57	
Cash at Library.....		24 34	3,576 32
Total.....			\$54,234 48

EXPENDITURES.

Deposits refunded.....	\$ 168 00		
Refunders of amounts paid for lost books.....	4 82		
Books and pamphlets.....	5,717 08		
Printing Finding List.....	1,491 06		
Periodicals and newspapers.....	2,063 62		
Binding.....	2,625 63		
Insurance on books.....	225 00		
Repairs.....	364 10		
Furniture and fixtures.....	135 40		
Fuel.....	1,662 35		
Gas.....	3,548 16		
Insurance on boilers.....	25 00		
Printing Bulletins and Report.....	679 10		
Stationery and blanks.....	585 70		
Postage.....	35 38		
Incidental expenses—janitors' and engineer's supplies.....	567 42		
Salaries of Librarian and assistants....	24,230 81		
Salaries of janitors and engineer.....	4,256 60	\$48,385 23	
Cash in Library Fund.....	\$ 1,584 11		
Cash in hands of Treasurer of Board of Managers.....	4,241 10		
Cash at Library.....	24 04	5,849 25	
Total.....		\$54,234 48	

STATEMENT OF LIBRARY FUND.

Balance in City Treasury June 30, 1884.....	\$ 1,005 41		
Last installment of taxes for 1883.....	\$ 3,799 71		
First installment of taxes for 1884.....	7,593 77		
Interest on investments.....	1,307 50	12,700 98	\$13,706 39

APPROPRIATED BY BOARD OF EDUCATION.

July 21, 1884.....	\$ 624 71		
September 1, 1884.....	1,055 45		
September 29, 1884.....	454 37		
October 27, 1884.....	467 78		
November 24, 1884.....	1,478 02		
December 22, 1884.....	1,094 49		
February 2, 1885.....	1,115 21		
March 2, 1885.....	913 02		
March 30, 1885.....	772 99		
May 1, 1885.....	1,608 72		
May 29, 1885.....	2,003 03		
June 22, 1885.....	534 49	12,122 28	
Balance in City Treasury.....		\$ 1,584 11	

<i>Brought forward</i>			\$ 1,584 11
Received from Board of Education....	\$12,122 28		
Received for books lost or damaged....	43 63		
Surplus of appropriations June 30, 1884	273 02	\$12,438 93	
Paid for books.....	\$ 5,716 97		
Paid for printing Finding List.....	1,491 06		
Paid for periodicals.....	2,063 62		
Paid for binding.....	2,625 63		
Paid refunders for books lost.....	4 82	11,902 10	
Surplus of appropriation.....			536 83
Total Library Fund.....			\$ 2,120 94
ASSETS.			
Mrs. Sarah Lewis' bequest.....			\$ 5,300 00
Timothy Kirby's bequest.....			12,000 00
Balance in City Treasury.....		\$ 1,584 11	
Balance in hands of Treasurer of Board of Managers.....		536 83	2,120 94
Total assets.....			\$19,420 94

Respectfully submitted,

CHESTER W. MERRILL, *Treasurer.*

REPORT OF THE LIBRARIAN.

PUBLIC LIBRARY, CINCINNATI, July 1, 1885.

To the Board of Managers of the Public Library of Cincinnati:

GENTLEMEN: I have the honor to submit the report of the Librarian for the year ending June 30, 1885.

The total number of volumes and pamphlets reported in the Library June 30, 1884, was as follows:

	Books.	Pamphlets.	Totals.
Public Library.....	127,450	10,590	138,040
Theological Library.....	4,912	1,351	6,263
Mussey Library.....	5,917	3,650	9,567
Totals	138,279	15,591	153,870

The number of volumes and pamphlets added during the year has been 5,074, as follows:

	Books.	Pamphlets.	Totals.
Public Library.....	4,438	362	4,800
Theological Library.....	238	23	261
Mussey Library.....	6	7	13
Totals.....	4,682	392	5,074

During the year 808 volumes have been worn out and condemned, so that the Library now contains 158,136 volumes and pamphlets, distributed as follows:

	Books.	Pamphlets.	Totals.
Public Library.....	131,080	10,952	142,032
Theological Library.....	5,150	1,374	6,524
Mussey Library.....	5,923	3,657	9,580
Totals.....	142,153	15,983	158,136

Of the volumes added during the year, 3,923 have been acquired by purchase and 759 by gift. Of the pamphlets, 85 have been purchased, and 307 have been donated. A list of the donors, with

the number of volumes given by each, is appended to this report. Especial attention should, however, be called to a gift of 160 bound volumes of Cincinnati newspapers—some of a very early date—made by Mr. RICHARD SMITH, and to a gift of 159 valuable books and a number of engravings, made by Mr. HENRY PROBASCO.

There have been 4,721 volumes bound and re-bound, and 750 volumes sewed and repaired, in all, 5,471 volumes, besides books bought in Europe and bound there. In addition, about 7,500 volumes have been repaired at the Library.

The total use of the Library during the year has been 733,503 books and periodicals, an increase of 2,959 as compared with the year 1883-4. The following is a summary in accordance with the formula adopted by the American Library Association :

ISSUE OF BOOKS.

Number of volumes issued for home use.....	209,438
Number of volumes delivered for use in Library.....	169,369
Total circulation.....	378,807
USE OF PERIODICALS AND NEWSPAPERS.....	354,696
Total use.....	733,503

The use of periodicals was 6,653 less than in 1883-4, while the use of books increased 9,612. The closing of the News room from July 1 to October 13, 1884, explains the decrease in the use of periodicals, all of the falling off, as compared with the previous year, occurring in October, before the re-opening had become well known. The home use of books in the Main Library increased 10,355, while the internal use increased 8,316. The steady increase from year to year in the use of the consultation department is particularly gratifying, as the use of this department best shows the real value of a library to the community. Probably more books are now used in our Library than in any one building in the United States.

As regards the character of books read and consulted, there has been for years, with a single exception, a steady increase in the use of books of the better classes of literature. This may be illus-

trated by a statement of the percentage of works of fiction read during the past nine years, during which the opportunities afforded by the Library have been practically the same as at present. For the year 1876-77, the percentage of fiction to the total use of the Library, was 68.8; for the year 1877-78, it was 66.1; for 1878-79, it was 63.1; for 1879-80, it was 62.7; for 1880-81, it was 64.1; for 1881-82, it was 62.6; for 1882-83, it was 60.2; for 1883-84, it was 57.3; and during the year just closed, it has been 55.9. The increased percentage in 1880-81 was due to the opening of branch libraries during the previous year. The percentage of fiction to the total use in the Main Library for the year 1880-81, was 62.7. As I have suggested in a former report, these figures of percentages are unfair, and have a tendency to deceive the public as to the real work done in libraries. The time consumed in reading a work of fiction will average much less than one-fourth the time occupied in reading a volume of history, and still less if the comparison is made with a scientific treatise. I think it fair, therefore, to say that a just estimate would show that not more than one-fourth of the use of this Library is of works of fiction.

While the figures already given show an increased use of books of a more solid character, a more decided gain in this direction will be made, in my judgment, when the teachers of our schools realize how much they can do in forming the tastes of their pupils for good books, and in directing the character of their reading. Something has been done in this direction, as has been pointed out in former reports, but only a beginning has been made. Reports from nearly every state in the country, made to the American Library Association, show that all over the country this important part of the teacher's work is receiving attention, but that most teachers have as yet failed to become aroused to its importance. It is my earnest hope that during the coming year we may be able to do more in the way of assisting the children of our schools, and that the end of the year may witness their teachers more thoroughly impressed with the importance of the proper selection and right use of books as a branch of education.

Permit me, in this connection, to refer to the recommendation in my last report, that the Board of Education direct the publication of a classified catalogue of books for children, under the joint co-operation of teachers, the Superintendent of Schools, and the Librarian, and to urge that such a work be prepared at once. I understand that the Superintendent of Schools is most heartily in favor of this proposition.

The Library has been open for internal use every day during the year for thirteen hours each day, with the exception of three evenings last autumn, when it was closed on account of large crowds assembled to witness processions. For the delivery of books for home use, it has been open as for internal use, with the exception of Sundays, the Fourth of July, Thanksgiving day (November 27), Christmas and New Year's days—309 days. The News room was occupied by the County Clerk from July 1 to September 30, and was re-opened October 13.

The average number of books loaned daily for home use has been 680. The average number delivered for use in reading rooms has been 465 per day. The daily average of the use of periodicals during the portion of the year that the News room has been open, has been 1,157; so that the total daily average use of the Library, when all departments have been open, has been about 2,300. The average Sunday use of the reading rooms during the last eight months has been 1,418.

The total number of registered book-borrowers, from the re-organization of the Library in 1867 to the present, is 71,680. During this period 55,318 memberships have terminated, leaving at present 16,362 enrolled—a net increase of 935 during the year.

The publication of the new Finding-List was somewhat delayed by the unfortunate burning of the Masonic Temple, in which were the unbound sheets of about eight hundred printed pages of the work. Fortunately the electro-plates were injured but slightly, and the whole volume, containing eight hundred and ninety-two pages, appeared in March. Experience has shown that a mistake was made in following the practice adopted by some other libraries of omitting dates of publication, and I should recommend

that future editions contain the dates. In other respects the work has fully answered expectations, and has proved an exceedingly valuable assistant to all who use the Library. During the printing of the Finding-List the printing of Bulletins has been continued, and while the fire alluded to has occasioned some delay in issuing the numbers for the present year, we shall soon be able to bring them up to date.

From the report of the Treasurer it will be seen that our expenditures during the year have been \$48,212.41. These expenditures may be classified as follows: Salaries of Librarian and assistants, \$24,230.81; salaries of engineer, janitors and watchmen, \$4,256.60; books and pamphlets, \$5,717.08; periodicals and newspapers, \$2,063.62; binding, \$2,625.63; printing Finding-List, \$1,491.06; printing Bulletins, \$679.10; general expenses, \$7,148.51. This is the smallest expenditure during any year since the opening of the present library building.

For further details of the work of the year, reference may be had to the tables appended to this report.

Thanking you, gentlemen, for your continued support, I have the honor to be,

Very respectfully yours,

CHESTER W. MERRILL, *Librarian.*

List of donors to the Public Library from July 1, 1884, to June 30, 1885, with the number of volumes and pamphlets given by each:

	Books.	Pamphlets.
Abert, James W.....	..	1
American Library Association.....	..	1
Andover Theological Seminary.....	..	2
Apprentices' Library Company (Philadelphia).....	..	1
Astor Library (N. Y.).....	1	1
Baird, Spencer B. (Washington, D. C.).....	1	..
Barrow-in-Furness (Eng.) Free Public Libraries.....	..	1
Bartholomew, G. K.....	..	1
Bartlett, Rev. S. C. (Hanover, N. H.).....	..	2
Benét, Brig.-Gen. S. V. (Washington, D. C.).....	1	..
Benjamin, Raphael.....	1	..
Birmingham (Eng.) Free Public Libraries.....	..	1
Boston City Hospital.....	..	1
Boston Public Library.....	1	..
Brookline (Mass.) Public Library.....	1	..
Brooklyn Library.....	..	2
Brown, Leroy D. (Columbus).....	6	1
Burns, J. J. (Dayton).....	1	..
Caldwell, John D.....	..	1
California, University of.....	1	4
Carlisle, C. B. (Portland, Oregon).....	..	2
Carnes, G. A. (San Francisco, Cal.).....	..	1
Chautauqua Literary and Scientific Circle.....	7	..
Chicago Historical Society.....	1	1
Chicago Public Library.....	1	2
Cincinnati Board of Education.....	4	..
Cincinnati Commercial Club.....	..	2
Cincinnati Cremation Company.....	..	2
Cincinnati Hospital.....	..	1
Cincinnati Museum Association.....	..	2
Cincinnati, University of.....	4	1
Clark, Peter H.....	..	1
Clarke, John C. C. (Upper Alton, Ill.).....	1	..
Clarke, Robert.....	1	2
Cleveland Public Library.....	..	2
Cobden Club.....	..	3
Collett, John (Indianapolis).....	2	..
Columbus City Library.....	..	1
Connecticut Board of Education.....	..	1

	Books.	Pamphlets.
Cornell University (Ithaca, N. Y.).....	..	1
Courtney, William A. (Charleston, S. C.).....	1	..
Cox, William R. (North Carolina).....	..	3
Crunden, Frederick M. (St. Louis).....	1	..
Dalton, D. J.....	1	..
Davis, Dr. O. E.....	..	1
Dayton Public Library.....	1	..
Dean, Charles (Washington Court House).....	..	1
DeBeck, Dr. David.....	2	..
Dennis, H. J. (Topeka, Kansas).....	..	1
Detroit Board of Education.....	4	..
Donnell, E. J. (New York).....	..	1
Dorman, O. A. (New Haven, Conn.).....	..	1
Draper, Daniel (New York).....	1	..
Dumbarton (Scotland) Free Public Library.....	1	..
Dunne, L.....	..	2
Dutton, Samuel F. (New Haven, Conn.).....	4	..
Duwelius, A. L.....	..	1
Dwight, Henry E. (Philadelphia, Pa.).....	1	..
Eclectic Medical College (New York).....	..	1
Eshelby, E. O.....	2	..
Fick, H. H. (Chicago).....	..	1
Follansbee, G. (Pittsburgh, Pa.).....	1	..
Follett, John F.....	5	..
Forestry Association (Columbus, O.).....	..	1
Frank, Mrs. C. & Co.....	..	2
Franklin Institute (Philadelphia).....	..	12
Frenk, C. B.....	1	..
Friends' Free Library (Germantown, Pa.).....	..	1
Garrard, Col. J.....	1	..
Garretson, Harriet E.....	2	6
General Society of Mechanics & Tradesmen (New York).....	..	1
Gilderhaus, Charles (St. Louis).....	1	..
Goss, L. W.....	1	..
Great Britain, Government of.....	24	..
Green, Samuel S. (Worcester, Mass.).....	..	1
Guthrie, M. (Liverpool, Eng.).....	2	..
Hardsworth, P. L. (West Bromwich, Eng.).....	..	1
Harrison, Geo. L. (Philadelphia).....	1	..
Haynea, Tilly (Boston).....	1	1
Hazen, Gen. W. B. (Washington, D. C.).....	..	1
Helleberg, C. G.....	2	..
Higbee, E. E. (Harrisburg, Pa.).....	9	..
Hine, Charles D. (Hartford, Conn.).....	11	..
Hobson, F. G. (Norristown, Pa.).....	1	..
Hooper, Henry.....	1	..
Hooper, W. D. M. (Indianapolis).....	1	..
Howard, C. R.....	5	..

	Books.	Pamphlets.
Howard, Wendell Stanton (New Orleans).....	..	1
Howland, George (Chicago).....	4	..
Illinois Industrial University.....	..	1
Ingersoll, E. (New York).....	..	1
Jasper, John (New York).....	1	..
Jenkins, R. W. (Topeka, Kansas).....	1	..
John W. Lovell Co. (New York).....	1	..
Johns Hopkins University (Baltimore).....	..	1
Jones, Augustus (Providence, R. I.).....	1	..
Lascelle, G. W. (Lynn, Mass.).....	..	1
Law Association (Philadelphia).....	..	1
Lawrence (Mass.) Free Public Library.....	..	1
Leach, Daniel (Providence, R. I.).....	12	..
Leavitt, Geo. A. & Co. (New York).....	1	..
Leeds, Josiah W.....	1	..
Leeds (Eng.) Free Public Library.....	..	1
Leonard, E. P.....	2	..
Leopold, O. G.....	1	2
Leue, Adolph.....	..	1
Liverpool (Eng.) Free Public Library.....	..	1
London (Eng.) Corporation of the City of.....	1	..
Long, E. H. (St. Louis).....	1	..
Loring, George B. (Washington, D. C.).....	1	..
McAllister, James (Milwaukee, Wis.).....	4	..
McAllister, James (Philadelphia, Pa.).....	1	..
McKee, Dr. E. S.....	..	2
Maimonides Library (New York).....	..	1
Maine Historical and General Recorder.....	..	1
Manchester (Eng.) Public Library.....	..	1
Manchester (N. H.) City Library.....	..	1
Maryland Medical and Chirurgical Faculty.....	..	1
Massachusetts State Library.....	..	1
Maxwell, Sidney D.....	5	1
Merrill, Chester W.....	..	4
Meylert, Asa P. (New York).....	..	1
Milwaukee Public Library.....	..	2
Minnesota Historical Society.....	..	2
Minnesota, University of.....	..	1
Mitchell Library (Glasgow, Scotland).....	..	1
Mohl, Ottmar von.....	28	18
Morgan, Henry J. (Ottawa, Canada).....	1	3
Moulder, Andrew J. (San Francisco).....	..	1
Murray, David (New York).....	4	..
New Bedford Free Public Library.....	..	2
New York and Brooklyn Bridge.....	1	..
New York Board of Education.....	4	..
New York Hospital.....	1	..
New York Mercantile Library Association.....	..	1

	Books.	Pamphlets.
New York Produce Exchange.....	1	2
New York State Library.....	5	1
New York State Lunatic Asylum.....	..	1
Newburyport (Mass.) Public Library.....	..	1
Newton (Mass.) Free Public Library.....	..	1
Oceanic Steamship Company (San Francisco).....	2	..
Onderdonk, Henry, Jr. (Jamaica, L. I.).....	..	1
Patterson, Calvin (Brooklyn, N. Y.).....	6	..
Patterson, James W. (Hanover, N. H.).....	4	..
Peabody Association of Philadelphia.....	..	1
Peabody Institute (Baltimore).....	1	1
Peaslee, John B.....	5	4
Peck, Hiram D.....	1	..
Pendleton, George Hunt.....	2	12
Perkins, Samuel C. (Philadelphia).....	..	3
Philadelphia College of Pharmacy.....	1	..
Philadelphia Mercantile Library Company.....	..	2
Philadelphia Social Science Association.....	..	1
Prince, C. L. (Croborough, Sussex, Eng.).....	..	1
Probasco, Henry.....	159	..
Protestant Episcopal Church of the United States.....	..	1
Providence Public Library.....	..	1
Rankin, Mrs. Sarah B.....	1	..
Rattermann, Henry A.....	2	2
Redpath, James (New York).....	1	..
Redwood Library and Athenæum (Newport R. I.).....	..	2
Regan, W. M. (Minneapolis, Minn.).....	..	1
Reyer, Dr. Eduard (Vienna, Austria).....	1	..
Ridpath, John Clarke.....	1	..
Rochester University.....	..	1
Rotherham (Eng.) Free Public Library.....	..	1
St. Louis Mercantile Library Association.....	..	1
St. Louis Public School Library.....	..	2
Sage Public Library (West Bay City, Mich.).....	..	3
San Francisco Mercantile Library.....	..	1
San Francisco Public Library.....	9	..
Sawyer, Samuel E. (Gloucester, Mass.).....	1	..
Schneider, Johann.....	2	1
Schramm, Mr.....	1	..
Seaver, Edwin P. (Boston, Mass.).....	10	..
Shaffers, V. (Antwerp, Belgium).....	..	2
Sheffield (Eng.) Free Public Libraries.....	..	1
Simms, Dr. Joseph (Oakland, Cal.).....	1	..
Smith, Mrs. J. Lawrence (Louisville, Ky.).....	1	..
Smith, Richard.....	160	..
Smithsonian Institution (Washington, D. C.).....	3	1
Spamer, Richard (St. Louis).....	..	1
Spooner, Thomas.....	..	1

	Books.	Pamphlets.
Springfield (Mass.) City Library.....	..	1
Stearns, Eben S. (Nashville).....	1	..
Stearns, George S. (New York).....	..	1
Stearns, George T. (Washington, D. C.).....	..	1
Stevenson, Robert G.....	3	3
Stevenson, Robert W. (Columbus, O.).....	10	..
Sturr, Stella.....	36	..
Swansea (Wales) Public Library.....	..	2
Taunton (Mass.) Public Library.....	1	2
Thompson, Woodville E. (Little Rock, Ark.).....	1	..
Toledo Public Library.....	..	1
Toronto (Canada) Public Library.....	1	1
Townsend, B. O'N.....	1	..
Tufts' College (Medford, Mass.).....	..	1
United States Government.....	81	46
Universalist General Convention.....	..	1
Virginia, University of.....	..	2
Watertown (Mass.) Free Public Library.....	..	1
West, Andrew F. (Princeton, N. J.).....	..	1
White, R. E. (San Francisco).....	1	..
Wilde, A. E.....	24	..
Wilt, A. D. (Dayton, O.).....	..	1
Wilson, E. P.....	..	1
Winsor, Justin (Cambridge, Mass.).....	..	1
Winthrop, Robert C. Jr. (Boston, Mass.).....	..	2
Wise, H. A. (Baltimore).....	2	..
Woburn, (Mass.) Public Library.....	..	1
Woman's Medical College (Philadelphia).....	..	1
Woollard, George C.....	..	1
Worcester (Mass.) Free Public Library.....	..	1
Wright, Brig.-Gen. H. G. (Washington, D. C.).....	4	..
Yale College.....	1	3
Young, Thomas L.....	1	..
Young Men's Christian Association (Cincinnati).....	..	1
Young Men's Christian Association (New York).....	2	1
Young Men's Mercantile Library (Cincinnati).....	..	1
Zirndorf, Heinrich.....	1	..

LIBRARIAN'S TABLES.—A.

Showing the Number and Classes of Books Issued for Home Use during each Month of the Year.

CLASSES.	1894.						1895.						Total.....	Percentage.....
	July.....	August.....	September.....	October.....	November.....	December.....	January.....	February.....	March.....	April.....	May.....	June.....		
1. Philology.....	45	29	52	64	71	84	72	104	100	124	107	75	927	.4
2. Theology.....	71	104	91	105	121	133	147	116	157	140	98	145	1,428	.7
3. Philosophy and Education.....	134	148	168	184	193	168	207	212	249	226	252	178	2,319	1.1
4. Biography.....	273	283	244	425	492	575	585	609	630	468	375	302	5,261	2.5
5. History.....	563	517	441	644	776	915	940	937	1,045	784	652	631	8,865	4.2
6. Geography and Travels.....	366	348	261	380	452	525	628	689	706	457	439	426	5,677	2.7
7. Politics and Commerce.....	93	83	107	130	121	127	143	135	161	116	120	114	1,450	.7
8. Science and Arts.....	509	536	470	558	504	682	773	831	976	727	721	727	8,084	3.8
9. Poetry and Drama.....	207	186	247	350	434	462	393	488	451	344	272	250	4,084	2.
10. Fiction—English, French and German.....	11,744	11,836	9,974	11,751	13,102	14,578	16,616	15,969	17,286	15,359	13,603	13,179	164,937	78.8
11. Polygraphy.....	460	441	389	497	528	608	632	687	709	545	494	466	6,456	3.1
Totals.....	14,465	14,511	12,444	15,088	16,794	18,837	21,136	20,757	22,470	19,290	17,133	16,493	209,438	100.

REPORT OF THE LIBRARIAN.

LIBRARIAN'S TABLES.—B.

Showing the Number and the Classes of Books Issued in the Reading Rooms during each Month of the Year.

CLASSES.	1884.						1885.						Total.....	Percentage.....
	July.....	August.....	September.....	October.....	November.....	December.....	January.....	February.....	March.....	April.....	May.....	June.....		
1. Philology.....	152	316	346	357	435	582	447	431	468	683	395	331	4,943	2.9
2. Theology.....	316	373	526	408	539	602	481	478	528	348	454	407	5,460	3.2
3. Philosophy and Education.....	348	367	326	369	567	573	421	615	740	545	432	349	5,652	3.3
4. Biography.....	181	213	205	269	354	442	491	484	455	261	279	137	3,771	2.2
5. History.....	546	642	545	853	821	1,082	1,378	1,343	1,583	972	787	730	11,282	6.7
6. Geography and Travels.....	510	564	617	558	719	811	848	863	1,003	858	649	488	8,488	5.
7. Politics and Commerce.....	310	308	445	400	461	492	458	485	599	415	272	272	4,917	2.9
8. Science and Arts.....	2,533	3,320	2,577	3,837	3,563	4,241	5,149	4,982	5,220	4,401	3,428	3,282	46,533	27.5
9. Poetry and Drama.....	244	312	367	382	678	566	680	634	558	401	357	312	5,491	3.3
10. Fiction—English, French and Ger- man.....	2,396	2,626	2,566	3,271	4,259	5,350	6,169	5,327	5,027	3,490	3,296	3,109	46,886	27.7
11. Polygraphy.....	1,318	1,684	1,996	2,552	2,866	2,678	2,994	2,716	2,450	1,894	1,591	1,207	25,946	15.3
Totals.....	8,854	10,725	10,516	13,256	15,282	17,419	19,516	18,358	18,631	14,268	11,940	10,624	169,369	100.

LIBRARIAN'S TABLES.—D.

Showing by Comparison the Work of the Library for the Years 1883-'84 and 1884-'85.

YEARS.	July	August	September ..	October	November...	December...	January.....	February....	March.....	April.....	May.....	June.....	Total.....	Gain	Loss
CIRCULATION.															
1. Fiction, 1883-'84.....	13,257	13,728	11,249	13,851	14,589	15,198	16,333	15,131	17,084	14,481	12,428	10,908	168,237	.....	.....
Fiction, 1884-'85.....	11,744	11,836	9,974	11,751	13,102	14,578	16,616	15,909	17,286	15,359	13,603	13,179	164,837	.....	3,300
2. Other Works, 1883-'84.....	2,096	2,233	2,298	3,326	3,740	3,870	4,039	3,644	4,379	3,943	3,361	2,872	39,801	.....	.....
Other Works, 1884-'85.....	2,721	2,675	2,470	3,337	3,692	4,279	4,520	4,848	5,184	3,931	3,530	3,314	44,501	4,700	.....
READING-ROOM ISSUES.															
1. Fiction, 1883-'84.....	2,213	2,869	3,002	3,740	4,386	4,414	5,456	4,536	4,358	3,341	2,420	2,500	43,235	.....	.....
Fiction, 1884-'85.....	2,396	2,626	2,566	3,271	4,259	5,350	6,169	5,327	5,027	3,490	3,296	3,109	46,886	3,651	.....
2. Other Works, 1883-'84.....	6,625	6,588	7,004	9,648	10,047	10,397	14,452	11,021	13,587	10,765	9,752	8,054	117,922	.....	.....
Other Works, 1884-'85.....	6,458	8,099	7,950	9,985	11,003	12,069	13,347	13,031	13,604	10,778	8,644	7,515	122,483	4,561	.....
TOTAL BOOK ISSUES.															
1883-'84.....	24,191	25,418	23,553	30,565	32,762	33,861	40,280	34,332	39,408	32,530	27,961	24,384	369,195	.....	.....
1884-'85.....	23,319	25,236	22,960	28,344	32,056	36,276	40,652	39,115	41,101	33,558	29,073	27,117	378,907	9,612	.....
PERIODICAL ISSUES.															
1883-'84.....	24,323	30,004	31,990	37,038	36,409	39,537	44,873	35,408	36,962	14,943	15,027	14,845	361,949	.....	.....
1884-'85.....	15,364	16,238	17,115	25,965	34,931	36,498	39,379	36,578	40,753	33,170	31,448	27,267	354,696	.....	6,653
TOTAL ISSUES.															
1883-'84.....	48,514	55,422	55,543	67,603	69,261	73,398	85,153	69,740	76,370	47,373	42,988	39,179	730,543	.....	.....
1884-'85.....	38,683	41,474	40,075	54,299	66,987	72,774	80,031	75,693	81,854	66,728	60,521	54,384	733,503	2,959	.....

LIBRARIAN'S TABLES.—E.

Showing the Number and the Classes of Books used during each Month of the Year.

CLASSES.	1884.						1885.						Totals	Percentages.....
	July.....	August	September	October	November	December	January.....	February	March	April	May	June		
1. Philology	197	345	398	421	506	666	519	535	568	807	502	406	5,870	1.6
2. Theology.....	387	477	617	513	660	735	628	594	685	488	552	552	6,888	1.8
3. Philosophy and Education.....	482	515	494	553	760	741	628	827	989	771	684	527	7,971	2.1
4. Biography	454	496	449	694	846	1,017	1,076	1,063	1,085	729	654	439	9,032	2.4
5. History.....	1,109	1,159	986	1,497	1,597	1,997	2,318	2,300	2,628	1,756	1,439	1,361	20,147	5.3
6. Geography and Travels.....	876	912	878	938	1,171	1,336	1,476	1,552	1,709	1,315	1,088	914	14,165	3.7
7. Politics and Commerce.....	408	391	552	530	582	619	601	620	760	531	392	386	6,367	1.7
8. Science and Arts.....	3,042	3,866	3,047	4,395	4,067	4,923	5,922	5,833	6,196	5,128	4,149	4,009	54,567	14.4
9. Poetry and Drama.....	451	498	614	732	1,112	1,028	1,073	1,122	1,009	745	629	562	9,575	2.5
10. Fiction—English, French and German	14,140	14,462	12,540	15,022	17,361	19,928	22,785	21,286	22,313	18,849	16,899	16,288	211,823	55.9
11. Polygraphy	1,778	2,125	2,385	3,049	3,394	3,286	3,626	3,403	3,159	2,439	2,085	1,673	32,402	8.6
Totals.....	23,319	25,236	22,960	28,344	32,056	36,276	40,652	39,115	41,101	33,558	29,073	27,117	378,807	100.

SUPERINTENDENT'S REPORT.

OFFICE OF THE SUPERINTENDENT OF PUBLIC SCHOOLS, }
CINCINNATI, August 31, 1885. }

To the Honorable Board of Education :

GENTLEMEN: I have the honor to submit for your consideration my eleventh annual report of the condition and progress of the Public Schools of Cincinnati for the year ending at this date.

The statistics of the Schools will be found in carefully prepared tables accompanying this report :

Population of the City according to the United States	
census of 1880.....	255,000
Tax Duplicate.....	\$170,692,000

Tax levied for School purposes, 4 mills on the dollar.

Number of District Schools (white).....	28
Number of District Schools (colored).....	6
Number of Intermediate (Grammar) Schools (white)...	4
Number of Intermediate Schools (colored).....	2
Number of High Schools (white).....	2
Number of High Schools (colored).....	1

In addition to the Intermediate Schools mentioned above, there are intermediate departments in twelve of the District Schools.

Number of school buildings in use.....	57
Number of school rooms in use.....	646
Number of school rooms not in use.....	11
Number of square feet of floor to each pupil.....	16.4
Number of cubic feet of space to each pupil.....	228

The value of school property is estimated as follows :

District and Intermediate Schools.....	\$2,000,000
High Schools.....	200,000
Total valuation.....	\$2,200,000

Number of different teachers employed, females.....	602
Number of different teachers employed, males.....	126
Total.....	728
Average number of teachers, females.....	581
Average number of teachers, males.....	125
Total.....	706

Whole number of pupils enrolled :

In the District Schools (white).....	27,232
In the District Schools (colored).....	1,107
District Schools, total.....	28,339
In the Intermediate Schools (white).....	5,548
In the Intermediate Schools (colored).....	180
Intermediate Schools, total.....	5,728
In the High Schools (white).....	1,204
In the High Schools (colored)....	75
High Schools, total.....	1,279
In the Normal School.....	58
In the School for Deaf-Mutes.....	32
Total.....	90
In the District, Intermediate, High and Normal Schools, and the School for Deaf-Mutes (white).....	34,074
In the District, Intermediate, High and Normal Schools, and the School for Deaf-Mutes (colored).....	1,362
Grand total enrolled in Public Schools.....	35,436
Number of different pupils enrolled (white).....	32,743
Number of different pupils enrolled (colored).....	1,359
Total.....	34,102

CLASSIFICATION OF THE HIGH, INTERMEDIATE AND
DISTRICT SCHOOLS.

The High Schools are divided into four grades, denominated A, B, C and D grades, corresponding with the twelfth, eleventh, tenth and ninth years ; the Intermediate Schools into three, denominated A, B

and C grades, corresponding to the eighth, seventh and sixth years; and the District Schools into five, denominated D, E, F, G and H grades, corresponding to the fifth, fourth, third, second and first years of school.

The following tables show the number of pupils enrolled in the several grades of the District, Intermediate and High Schools, and the per cent. which the number is of the total enrollment of the respective schools. The white and colored schools are taken separately. The School for Deaf-Mutes is omitted :

HIGH SCHOOLS.

GRADES.	ENROLLED.		PER CENT.	
	White.	Colored.	White.	Colored.
Grade A, 12th year.....	123	6	10.3	8.
Grade B, 11th year.....	167	15	13.8	20.
Grade C, 10th year.....	329	22	27.3	29.4
Grade D, 9th year.....	585	32	48.6	42.6
Total.....	1,204	75	100.	100.

INTERMEDIATE SCHOOLS.

GRADES.	ENROLLED.		PER CENT.	
	White.	Colored.	White.	Colored.
Grade A, 8th year.....	1,142	31	20.5	17.3
Grade B, 7th year.....	1,773	61	32.	33.9
Grade C, 6th year.....	2,633	88	47.5	48.8
Total.....	5,548	180	100.	100.

DISTRICT SCHOOLS.

GRADES.	ENROLLED.		PER CENT.	
	White.	Colored.	White.	Colored.
Grade D, 5th year.....	3,509	151	12.8	13.7
Grade E, 4th year.....	4,679	167	17.2	15.
Grade F, 3d year.....	5,219	226	19.1	20.5
Grade G, 2d year.....	5,516	202	20.2	18.2
Grade H, 1st year.....	8,309	361	30.7	32.6
Total.....	27,232	1,107	100.	100.

The number of pupils enrolled in the Normal School is 0.17 per cent. of the number enrolled in all the schools.

The average age of the pupils enrolled in the several grades of the District, Intermediate and High Schools was as follows :

DISTRICT SCHOOLS.

GRADES.	White.	Colored.
Grade H, 1st year.....	6.5	7.3
Grade G, 2d year.....	7.8	8.8
Grade F, 3d year.....	8.6	10.6
Grade E, 4th year.....	9.4	11.5
Grade D, 5th year.....	11.7	12.8
The average age of pupils of the District Schools was	8.8	10.2

INTERMEDIATE SCHOOLS.

GRADES.	White.	Colored.
Grade C, 6th year.....	12.2	14.
Grade B, 7th year.....	12.6	14.7
Grade A, 8th year.....	13.5	15.6
The average age of the pupils of the Intermediate Schools was.....	12.8	14.9

HIGH SCHOOLS.

GRADES.	White.	Colored.
Grade D, 9th year.....	14.5	15.4
Grade C, 10th year.....	15.4	17.5
Grade B, 11th year	16.6	17.8
Grade A, 12th year.....	17.2	17.9
The average age of the pupils of the High Schools was.....	15.9	17.2

The number of pupils withdrawn during the year was :

SCHOOLS.	White.	Colored.	Total.
From the District Schools.....	5,622	333	5,955
From the Intermediate Schools.....	1,239	44	1,283
From the High Schools.....	294	12	306
From the Normal School.....	4	.....	4
From the Deaf-Mute School.....	3	.....	3
Total	7,162	389	7,551

The per cent. of pupils withdrawn of the whole number enrolled in the schools was :

SCHOOLS.	White.	Colored.	Gen'l Ave.
From the District Schools.....	20.6	30.	25.3
From the Intermediate Schools.....	22.4	24.4	23.4
From the High Schools.....	24.4	1.6	18.
From the Normal School	0.6	.....	0.6
From the Deaf-Mute School.....	0.9	.....	0.9
Average in all the schools.....	21.	28.5	24.7

The number of pupils withdrawn during the past year was 7,551, against 7,144 the year previous; increase of 407.

The number of pupils remaining at the close of the year was :

SCHOOLS.	White.	Colored.	Total.
In the District Schools.....	21,610	774	22,384
In the Intermediate Schools.....	4,309	136	4,445
In the High Schools.....	910	63	973
In the Normal School.....	54	.....	54
In the Deaf-Mute School.....	29	.....	29
Total	26,912	973	27,885

The per cent. remaining of the whole number of *different* pupils enrolled was :

	Per Cent.
White	82.2
Colored	71.6
White and colored	81.8

The per cent. of pupils remaining at different ages, estimated on the number enrolled at those ages, was :

	Per Cent.
At 6 years of age.....	76.1
At 7 years of age.....	80.7
At 8 years of age.....	83.
At 9 years of age.....	83.1
At 10 years of age.....	82.3
At 11 years of age.....	78.6
At 12 years of age.....	75.
At 13 years of age.....	72.7
At 14 years of age.....	70.1
At 15 years of age.....	67.6
At 16 years of age.....	68.1
At 17 years of age.....	76.
At 18 years of age.....	81.
At 19 years of age.....	84.
At 20 years of age.....	85.7
At 21 years of age.....	85.6

The average number of pupils belonging was :

SCHOOLS.	White.	Colored.	Total.
In the District Schools.....	21,928	803	22,731
In the Intermediate Schools.....	4,810	151	4,961
In the High Schools.....	1,056	68	1,124
In the Normal School.....	48	.....	48
In the Deaf-Mute School.....	28	.....	28
Total.....	27,870	1,022	28,892

The average number of pupils in daily attendance was :

SCHOOLS.	White.	Colored.	Total.
In the District Schools.....	21,313	785	22,098
In the Intermediate Schools.....	4,669	147	4,816
In the High Schools.....	1,028	65	1,093
In the Normal School.....	47	.....	47
In the Deaf-Mute School.....	28	.....	28
Total.....	27,085	997	28,082

The per cent. of attendance, estimated on the whole number of *different* pupils enrolled, was :

SCHOOLS.	White.	Colored.	Gen'l Ave.
In the District Schools.....	83.	71.1	77.1
In the Intermediate Schools.....	85.6	81.6	83.6
In the High Schools.....	85.4	90.3	87.8
In the Normal School.....	81.1	.....	81.1
In the Deaf-Mute School.....	87.5	.....	87.5
General average in all the schools.....	84.5	81.	82.8

The per cent. of average daily attendance, estimated on the average number belonging, was :

SCHOOLS.	White.	Colored.	Gen'l Ave.
In the District Schools.....	97.2	97.1	97.1
In the Intermediate Schools.....	97.1	97.2	97.2
In the High Schools.....	97.2	95.6	96.4
In the Normal School.....	97.9	.....	97.9
In the Deaf-Mute School.....	100.	.....	100.
General average in all the schools.....	97.8	96.6	97.2

The average number of pupils enrolled to each teacher having charge of a room was :

SCHOOLS.	White.	Colored.	Gen'l Ave.
In the District Schools	60.5	59.7	60.1
In the Intermediate Schools	56.5	47.4	51.5
In the High Schools	46.4	25.	35.7
In the District and Intermediate Schools combined	58.5	53.6	56.2

The average number of pupils belonging to each teacher was :

SCHOOLS.	White.	Colored.	Gen'l Ave.
In the District Schools	48.5	46.2	47.4
In the Intermediate Schools	46.8	37.8	42.3
In the High Schools	41.7	22.6	32.2
In the District and Intermediate Schools combined	47.7	43.1	45.5

The average daily attendance to each teacher was :

SCHOOLS.	White.	Colored.	Gen'l Ave.
In the District Schools	47.	46.1	46.6
In the Intermediate Schools	44.5	36.8	40.7
In the High Schools	39.7	21.7	30.7

In the District and Intermediate Schools combined, 48.6, which is one and four-tenths less than the number called for by the rule of the Board of Education.

In making out the average number of pupils per teacher, the Principals, first German assistants and special teachers were excluded, as their instruction is general, not being confined to particular rooms. Including the Principals and first German assistants, the average number of pupils enrolled per teacher in the District Schools was 54.7 ; belonging, 43.8 ; attending, 42.7.

The number of pupils enrolled in comparison with the previous year :

In the District Schools (white), decrease of.....	38
In the Intermediate Schools (white), increase of.....	330
In the High Schools (white), decrease of.....	96
In the Normal School, decrease of.....	7
In the Deaf-Mute School, increase of.....	1
Net increase in all the schools	190
In the District Schools (colored), decrease of.....	20
In the Intermediate Schools (colored), decrease of.....	14
In the High Schools (colored), increase of.....	9
Net decrease in the colored schools of.....	25
The total increase of the enrollment in all the schools was.....	165

Comparative number belonging :

In the District Schools (white), decrease of.....	155
In the Intermediate Schools (white), increase of.....	309
In the High Schools (white), decrease of.....	81
In the Normal School.....	0
In the Deaf-Mute School, increase of.....	1
Net increase of.....	74
In the District Schools (colored), decrease of.....	32
In the Intermediate Schools (colored), increase of.....	1
In the High Schools (colored), increase of.....	7
Total decrease in colored schools of.....	24
The total increase in the number belonging to all the schools was	50

Comparative number attending :

In the District Schools (white), decrease of.....	282
In the Intermediate Schools (white), increase of.....	288
In the High Schools (white), decrease of.....	76
In the Normal School.....	0
In the Deaf-Mute School, increase of.....	2
Total decrease of	68
In the District Schools (colored), decrease of	27
In the Intermediate Schools (colored), decrease of.....	1
In the High Schools (colored), increase of.....	6
Total decrease in the colored schools of.....	22
The total decrease in the attendance in all the schools was.....	90

The increase in the number of pupils enrolled was 165, and the increase in the number belonging was 50, while the decrease in the number attending was 90.

The following table shows the number remaining at the close of each school month ; also, the average number belonging, the average daily attendance and the average daily absence of the several months of the year :

MONTHS.	Remaining	Belonging	Attendance	Absence.
September.....	30,679	30,433	30,059	374
October.....	30,496	29,727	29,007	720
November.....	30,073	30,016	29,379	637
December.....	28,973	29,207	28,449	758
January.....	28,064	28,042	27,139	903
February.....	27,074	28,163	27,334	829
March.....	28,454	28,472	27,727	745
April.....	28,545	28,318	27,294	1,024
May.....	27,918	28,034	27,223	811
June.....	27,885	28,892	28,082	811

The following tables show the average monthly enrollment in the District, Intermediate and High Schools. The monthly enrollment includes every pupil who was a member of the schools during any part of the month :

SCHOOLS.	Males.	Females.	Total.
In the District Schools (white).....	12,310	11,176	23,486
In the Intermediate Schools (white).....	2,579	2,459	5,038
In the High Schools (white).....	482	597	1,079
In the Normal School.....		53	53
In the Deaf-Mute School.....	19	10	29
Total.....	15,390	14,295	29,685

SCHOOLS.	Males.	Females.	Total.
In the District Schools (colored).....	521	516	1,037
In the Intermediate Schools (colored).....	60	104	164
In the High Schools (colored).....	38	32	70
Total colored schools.....	619	652	1,271

The average monthly enrollment in all the schools was: Males, 16,009; females, 14,947; total, 30,956. This number is 2,064 in excess of the average number belonging.

The amount paid for tuition was as follows :

District Schools (white).....	\$407,383 78	
Intermediate Schools (white).....	71,431 23	
High Schools (white)	42,733 25	
Normal School.....	5,488 00	
Deaf-Mute School.....	1,750 00	
Colored District, Intermediate and High Schools...	24,324 88	
Total		\$553,111 14
Music.....	\$12,687 00	
Drawing.....	5,559 38	
Penmanship	4,237 63	
Total special teachers.....		22,484 01
Grand total.....		\$575,595 15

The average cost of special teachers per pupil, estimated on the number enrolled, was as follows : Music, 35 cents ; drawing, 15 cents ; penmanship, 12 cents. On the number belonging : Music, 43 cents ; drawing, 19 cents ; penmanship, 14 cents. On the number in attendance : Music, 45 cents ; drawing, 20 cents ; penmanship, 16 cents.

The average tuitionary cost per pupil, estimated on the whole number enrolled, was :

District Schools.....	\$13 93
Intermediate Schools.....	20 14
High Schools.....	35 49
All the schools.....	16 24

On the average number belonging :

District Schools.....	\$17 24
Intermediate Schools.....	23 46
High Schools.....	40 44
All the schools.....	19 92

On the average number in attendance :

District Schools.....	\$17 72
Intermediate Schools.....	23 81
High Schools.....	41 58
All the schools.....	20 49

The following table shows the number of square feet of floor and cubic feet of space in rooms occupied by pupils in the several schools; the average to each pupil, allowing fifty pupils in average daily attendance to the room (this is the number required by the rule), and also the number of square yards of play-ground:

SCHOOLS.	Number of rooms...	Number of square feet of floor occupied by pupils....	Number of square feet per pupil....	Number of cubic feet of space.....	Number of cubic feet per pupil.....	Number of sq. yards of play-ground....	Number of sq. yards per pupil.....
First District.....	22	14,560	14.5	206,920	246.9	1,480	1.6
Second District.....	17	15,855	22.9	204,485	244.7	1,778	2.5
Third District.....	14	8,590	14.3	122,024	203.3	1,309	2.5
Fourth District.....	10	8,040	16.1	111,900	223.6	1,468	3.6
Fifth District.....	18	13,520	13.5	216,308	216.2	919	.9
Sixth District.....	24	15,925	14.5	317,844	276.3	1,240	1.1
Seventh District.....	17	11,421	14	146,089	178.1	1,893	2.3
Eighth District.....	24	17,698	14.7	255,718	213	1,740	1.5
Ninth District.....	13	8,167	13.6	103,327	172	950	1.58
Tenth District.....	19	10,953	15.6	144,327	206	1,080	1.4
Eleventh District.....	25	18,908	15.7	268,707	224	1,968	1.7
Twelfth District.....	24	16,863	16.1	241,485	230	900	.86
Thirteenth District.....	25	14,944	10.3	187,161	129	1,295	1.1
Fourteenth District.....	20	12,744	13.4	188,486	198.4	2,450	2.5
Fifteenth District.....	24	15,298	12.7	274,641	229	1,591	1.3
Sixteenth District.....	13	9,561	14.7	121,354	186.6	1,151	1.6
Seventeenth District.....	12	6,786	16.9	95,004	237.5	3,025	7.5
Eighteenth District.....	16	7,576	12.3	96,545	165.9	4,644	9.1
Nineteenth District.....	10	9,155	18.3	162,259	232.5	6,000	12
Twentieth District.....	21	16,810	15.3	242,650	231	1,880	1.7
Twenty-first District.....	37	23,500	12.7	300,400	162.3	3,500	1.9
Twenty-second District.....	21	16,600	15.8	241,000	230	4,138	4
Twenty-third District.....	15	12,606	15.8	165,820	207.3	1,134	1.42
Twenty-fourth District.....	18	16,000	19.7	200,009	250	5,110	6.4
Twenty-fifth District.....	12	10,088	18.3	152,114	276.6	768	1.9
Twenty-sixth District, East House.....	10	5,488	14.7	78,232	194	5,488	14.7
Twenty-sixth District, West House.....	8	6,000	24	84,000	336	3,130	12.2
Twenty-seventh District.....	12	10,080	15.1	151,200	227	1,275	1.9
Twenty-eighth District.....	16	11,525	14.4	163,942	205	2,427	3
Colored District, Eastern.....	10	9,158	16.4	113,796	154.6	2,427	4.3
First Intermediate.....	21	14,918	14.6	191,664	210	4,917	6
Second Intermediate.....	18	11,885	13.2	178,200	198	584	.65
Third Intermediate.....	22	19,441	17.6	272,063	247.7	815	.74
Fourth Intermediate.....	15	13,400	17	174,200	232	3,560	5
Hughes High School.....	14	6,522	13.5	152,071	291	1,466	3
Woodward High School.....	16	15,100	25.7	240,120	408	4,401	7.5
Gaines High and Intermediate Schools.....	12	7,807	10.4	93,397	156.6	836.7	1.39

NORMAL INSTITUTE.

The Nineteenth Annual Session of the Cincinnati Teachers' Normal Institute was held in Woodward High School building during four days of the week preceding the opening of the schools in September, 1885. The Institute was one of the most profitable ever held in this city. The following is the programme of exercises, and the rules governing the Institute:

Instructors.

ENGLISH DEPARTMENT.

- DR. E. E. WHITE—"Methods of Teaching;" "The Seven Elements of Governing Power."
 PROF. JOHN S. VAN CLEVE—"Emerson, the Yankee Philosopher;" "Carlyle, the Modern Hebrew;" "Holmes, the Beau-Ideal of Essayists;" and "Macaulay, the Prince of Rhetoricians."
 PROF. PETER H. CLARK....."The Education of the People by the People."
 PROF. JOHN P. PATTERSON—"Surroundings at School;" "Use of Elementary Natural Science" (a practical lesson); "Elementary Science Books, Materials," etc.; "The Unconscious Tuition."
 EDWARD BETTY....."Opinions of Shakespeare."
 PROF. A. E. BURNETT, MARY H. STEVENSON, CHAS. W. BELL....Penmanship.
 CHRISTINE SULLIVAN, AUGUSTA TOZZER, MATILDA TOEPFERT, GRACE H. GOSS, JOHN HAUSER, JR.....Drawing.
 PROF. G. F. JUNKERMANN, VICTOR WILLIAMS, WENDEL SCHIEL, J. L. ZEINZ, WALTER H. AIKEN, JOHN SCHMIDT, LOUIS G. WIESENTHAL, OTTO WILLIAMS, THOMAS P. MORGAN.....Music.

GERMAN DEPARTMENT.

- C. GROME.....Reading.
 W. H. WEICK....."Poetry in the Public Schools."
 C. E. WOLFFRADT....."The Right Doctor."
 FRANK G. WOLF.....Discipline.
 GUSTAV BOETTCHER.....Spelling.
 CONST. GREBNER...."The National German-American Teachers' Association."
 HERMANN ECKEL....."The Flora of the Alps."
 ("Der Blumenschmuck der Alpen.")
 C. F. KOPP.....Grammar.

Programme.

ENGLISH DEPARTMENT.

BELLS	8:55.	OPENING EXERCISES.	1.	2.	3.	4.	5.	6.	ROLL-CALL.
TIME.....	9:00.	9:15 to 9:50.	9:55 to 10:40.	10:45 to 11:10.	11:15 to 11:45.	12:20 to 12:50.	12:55 to 1:35.		
Grades, Intermediate.....			Dr. E. E. White.	Prof. John S. Van Cleave.	Prof. John P. Patterson.	Music, Drawing or Penmanship.	Miscellaneous Exercises.	LECTURE.	
Grade D.....									
Grade E.....									
Grade F.....									
Grade G.....									
Grade H.....									

GERMAN DEPARTMENT.

Grades A, B, C, D, E and F.....	ROLL-CALL.	OPENING EXERCISES.	Dr. E. E. White.	Prof. John S. Van Cleave.	10:45 to 11:45.	RECESS.	Music, Drawing or Penmanship.	ENGLISH LECTURE.	ROLL-CALL.
Grades G and H.....					Tuesday.. Grome and Weick. Wednesday { Wolftradt and Wolf. Thursday.... { Boetticher and Grebner. Friday.....Eckel and Kopp.				

LECTURES.

ENGLISH DEPARTMENT.....	Tuesday.	Wednesday.	Thursday.	Friday.
GERMAN DEPARTMENT.....	Edward Betty	Peter H. Clark.	E. E. White.	General Exercises.
	Grome and Weick.	Wolftradt and Wolf.	Boetticher and Grebner.	Eckel and Kopp.
	During this session of the Institute Professor A. E. Burnett will read a paper on Isms and Ologies.			

Distribution of Teachers.

General Superintendent of Halls, W. B. WHEELER.

ENGLISH DEPARTMENT.

Intermediate Teachers, Main Hall, under charge of G. A. CARNAHAN.

Grade D, Room No. 1, under charge of GEORGE W. OYLER.

Grade E, Room No. 2, under charge of S. L. MINER.

Grade F, Room No. 3, under charge of CHARLES H. EVANS.

Grade G, Room No. 4, under charge of WILLIAM P. GAULT.

Grade H, Room No. 5, under charge of LOUIS M. SCHIEL.

GERMAN DEPARTMENT.

General supervision, ALFRED HERHOLZ.

Grades D, E and F, Room No. 6, under charge of FRANK G. WOLF.

Grades G and H, Room No. 7, under charge of JOHN SCHWAB.

Rules.

1. Teachers are required to be present five minutes before 9 o'clock A. M.
2. All teachers are required to be present at the opening exercises in the Main Hall, and immediately thereafter to repair to their respective rooms.
3. Teachers will not be allowed to attend other rooms than those assigned to the grade to which they belong, without permission of the Principal in charge.
4. The Principal in charge of room will keep roll of teachers in attendance, and be responsible for the order in such room.
5. Principals will attend the various rooms at their discretion, but will report their presence to MR. WHEELER, in the Main Hall.
6. Leave of absence shall be granted, only in case of necessity, by the Principal in charge, and cause thereof be entered opposite the name of applicant for the consideration of the Committee on Salaries and Reports.
7. Strangers attending the Institute are requested to join some class, and report their names to the Principal in charge.

JOHN B. PEASLEE, *Superintendent.*

THOMAS McLAUGHLIN, H. M. RULISON, JR., L. M. HADDEN, R. F. CARVER, M. D., DANIEL FINN.	}	<i>Committee on Teachers' Normal Institute.</i>
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ATTENDANCE OF PUBLIC, PRIVATE AND CHURCH SCHOOLS.

The census of school youths, taken September, 1884, shows that there were at that time in Cincinnati, between the ages of 6 and 21 years :

White youth (males).....	44,646	
White youth (females).....	44,293	
Total.....		88,939
Colored youth (males).....	1,142	
Colored youth (females).....	1,261	
Total.....		2,403
Grand total of school age.....		91,342

The number of different pupils who attended the Public Schools was :

White (males).....	16,944	
White (females).....	15,779	
Total.....		32,743
Colored (males).....	664	
Colored (females).....	695	
Total.....		1,359
Total in Public Schools.....		34,102
Church Schools (males).....	7,389	
Church Schools (females).....	7,856	
Total in Church Schools.....		15,245
Private Schools (males).....	650	
Private Schools (females).....	970	
Total in Private Schools.....		1,620
Charitable and reformatory institutions (males and females), estimated.....		780
Grand total.....		51,747

The preceding statistics show that there were 91,342 unmarried youths between the ages of 6 and 21 years in the city at the taking of the census in September, 1884, and that, of these, 51,747 attended public, private and church schools, leaving 39,595 who did not attend; and, of this number, 33,959 were over 14 years of age, leaving 5,636 between the ages of 6 and 14 who did not attend. As 6 years is the youngest age at which pupils are permitted to enter school, and 14 years is the average age at which they complete the course of study in the common English branches in the Intermediate (Grammar) Schools, it follows that the number of pupils between the ages of 6 and 14 years is the proper basis upon which to make our calculations in regard to the number of youths who never attend school at all. A glance at the preceding tables showing the number enrolled in the several grades will convince any one that very nearly two-thirds of the 5,636 youths between 6 and 14 not in attendance last year must have already completed at least four years of school work. Of the remaining one-third, many are from well-to-do families who do not believe in sending their children to school till they are seven or eight years of age, preferring to instruct them at home. Without further explanation, it is evident that very few youths in Cincinnati *never* attend school. I have dwelt somewhat at length upon this subject, because school statistics are so generally misunderstood and misapplied, even by educators.

DAY BEQUEST.

The income from the Day Bequest for the past year was seven hundred and forty dollars. This provided for the payment of annual tickets to the Young Men's Mercantile Library for one hundred and forty-eight pupils of the Intermediate and High Schools. Under the rule of the Board, one-fourth of these tickets were distributed to Woodward and Hughes High Schools, and three-fourths to the A grade of the Intermediate Schools.

The following are the names of those who, by excellent deportment and high rank in scholarship, won the "Day Bequest" tickets:

HUGHES HIGH SCHOOL.

Miss Mamie Furness,	Israel Joseph,
Miss Nettie Hannaford,	Walter Warwick,
Ellis G. Kincaid,	Miss E-ther Oppenheimer,
Max Winkler,	Miss Nellie Furness,
Miss Clara Lyon,	Miss Birdie Dorman,
Miss Esther Herbst,	Charles Weil,
Miss Mamie White,	Miss Mae Smith,
Edwin R. Beall,	Miss Cora Dye,
William Findlater,	Miss Bertha Stix.

WOODWARD HIGH SCHOOL.

Miss Mamie Sheen,	Miss Maggie Layman,
Miss Helen Anthony,	Miss Stella Long,
Miss Ida Saunders,	Miss Ella Shay,
Miss Lillie Loeb,	Frank Shipley,
Miss Helen McAvoy,	William Strunk,
William Kaefer,	Irving Babbitt,
Miss Carrie Longenecker,	Miss Emma Brand,
Miss Florence Neave,	Miss Rosa Espach,
Walter A. DeCamp,	Miss Grace Gibson.
Everett Yowell,	

FIRST INTERMEDIATE.

Miss Lila Lynd,	Miss Anna Rianhart,
Miss Sadie Devou,	Miss Mamie Center,
Miss Ida Eismann,	Miss Lillie Becker,
Miss Dora Cohen,	Miss Mattie Caldwell,
Miss Anna Langenbrunner,	John Nokeley,
Miss Anna Whitten,	Leo Mode,
Miss Nellie Feiss,	Charles Birch,
Miss Louise Hess,	William Beale,
Barney Slaughter,	Milton Kahn,
Albert Murray,	Clifford Archer.
Samuel Allison,	

SECOND INTERMEDIATE.

Miss Maggie Porter,	Miss Lena Kuhnell,
Miss Mary L. De Luce,	Harry Stevenson,
Miss Anna Pike,	Edward Schawe,
Miss Abbie Simpson,	John L. McLeish,
Miss Tillie Armstrong,	Bernard Quigley,
Miss Clara Krippendorf,	William Boeddeker.

THIRD INTERMEDIATE.

Miss Anna Berger,	William Langenheim,
Miss Maude Achor,	Victor Florn,
Miss Mary Duerr,	Gabriel Meil,
Miss Mabel Kinsman,	Harry Hoefinghoff,
Miss Rosa Thomasmeyer,	Emanuel Stern,
Miss Winona Jennings,	Robert Stahr,
Miss Lillie McCubbin,	Harry Schnicke,
Miss Celia Helmekamp,	Joseph Lurdo,
Miss Laura Isphording,	George Myers,
Miss Belle Cunningham,	Frank Ottermann.

FOURTH INTERMEDIATE.

Miss Belle McDiarmid,	Miss Jennie Werthmiller,
Miss Katie Miller,	Miss Adelaide McReynolds,
Miss Nettie Bromley,	Miss Lulu Kiehorth,
Miss Louisa Dieckmann,	Edward Anderson,

Miss Blanche Williams,	William Loth,
Miss Delia Leonard,	Leon Rieter,
Miss Ida Bremfoerder,	Charles Haarmayer,
Miss Lillie Mayer,	Otto Renner.

FOURTH DISTRICT—INTERMEDIATE DEPARTMENT.

Miss Lulie Dreyer,	Miss Janet Handman.
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SIXTEENTH DISTRICT—INTERMEDIATE DEPARTMENT.

Miss Nellie Davis,	Harry Curth,
Miss Minnie Grew,	William Resor.
Miss Jennie Stamm,	

SEVENTEENTH DISTRICT—INTERMEDIATE DEPARTMENT

Miss Susie Edwards,	Nelson High.
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EIGHTEENTH DISTRICT—INTERMEDIATE DEPARTMENT.

Miss Belle Eckles,	Herman Schultze.
Miss Cornelia Hopkins,	

NINETEENTH DISTRICT—INTERMEDIATE DEPARTMENT.

Miss Julia Ross,	Charles Hahn.
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TWENTY-FIRST DISTRICT—INTERMEDIATE DEPARTMENT.

Miss Nellie Horton,	Miss Agnes Powers,
Miss Tillie Kaiser,	Miss Frances Nickols,
Miss Lizzie Drott,	William Palmer.

TWENTY-SECOND DISTRICT—INTERMEDIATE DEPARTMENT.

Miss Florence Copeland,	Miss Anna K. Schwab,
Miss Ella Lottus,	Clark Mullikin,
Miss Mary K. Isham,	John Anthony.

TWENTY-FOURTH DISTRICT—INTERMEDIATE DEPARTMENT.

Miss Carrie Buntin,
Miss Grace Hurst,

• Leren Gray,
William Evans.

TWENTY-FIFTH DISTRICT—INTERMEDIATE DEPARTMENT.

Miss Daisy Barton,
Frank Andrews,

Harry Talbott.

TWENTY-SIXTH DISTRICT—INTERMEDIATE DEPARTMENT.

Miss Ida Belle Ross,
Miss Mary L. Turrill,

William Bryant.

MORNINGTON DISTRICT—INTERMEDIATE DEPARTMENT.

Alex. Spooner,

Lennie Borden.

EASTERN DISTRICT—INTERMEDIATE DEPARTMENT.

Miss Jessie Hatch.

GAINES AND WESTERN—HIGH AND INTERMEDIATE DEPARTMENTS.

Miss Mary Franklin,
Miss Belle Ballard,

William Campbell.

HONOR PUPILS.

Each of the following pupils received an "Honor Certificate," and, by rule of the Union Board, was admitted to the High Schools without passing the annual examination in June.

The language of the certificate is as follows:

CINCINNATI PUBLIC SCHOOLS.

[Here follows a cut of Hughes High School building.]

This certifies that ———, of ——— School, has complied with all the requirements of the following resolution, passed by the Board of Education December 10, 1883:

"Resolved, That hereafter each pupil who shall successfully complete the course of study prescribed for the Intermediate Schools, attaining a general average of 90 per cent. in the studies of the A grade, shall be termed an 'Honor Pupil,' and shall receive a suitably engraved or printed certificate attesting the fact, signed by the Superintendent of Schools and countersigned by the Principal of the school which such pupil attended: provided, that in ascertaining such general average, deportment shall be included, and the three studies of penmanship, composition, and drawing shall be counted as one."

In witness whereof, the Board of Education has caused this certificate to be awarded, this ——— day of ———, 18—.

———, *Principal of School.*

———, *Superintendent of Public Schools.*

FIRST INTERMEDIATE.

Miss Hannah Abel,
Miss Alma Adler,
Miss Pauline Burnham,
Miss Minnie Becker,
Miss Miss Mamie Center,
Miss Alice Cohen,
Miss Carrie Coolidge,
Miss Hattie Deppe,
Miss Sadie Durre,
Miss Ida Dye,

Miss Ida Eiseman,
Miss Bella Elsbach,
Miss Cora Forester,
Miss Nellie Feiss,
Miss Bella Goldberg,
Miss Cecelia Hummell,
Miss Florence Helman,
Miss Louise Haas,
Miss Minnie Heine,
Miss Helen Jacobson,

Miss Sallie Jennings,	William Beale,
Miss Mabel Johnston,	William C. Brisbin,
Miss Louisa Karger,	Robert Duzenberry,
Miss Rosa Kaufman,	Harold Fowler,
Miss Lila Lynd,	Monte Green,
Miss Maggie Lloyd,	Harry Hill,
Miss Anna Langenbrunner,	Samuel Joseph,
Miss Pearl Lacey,	William Johnson,
Miss Rosa Meyer,	Milton Kahn,
Miss Lida Malone,	Leo S. Mode,
Miss Cora Marbelstone,	Froome Morris,
Miss Stella Mosbey,	John Nokely,
Miss Rosa Marx,	Clifford Outcalt,
Miss Anna Rienhard,	Elliott Palmer,
Miss Rosa Sargent,	Willard Spear,
Miss May Streuve,	Barney Slaughter,
Miss Anna Whitten,	Edwin M. Stern.
Charles E. Birch,	

SECOND INTERMEDIATE.

Miss Anna Pike,	Henry Stephenson,
Miss Mary L. De Luce,	Alfred Friedlander,
Miss Mary L. Krippendorf,	Arthur G. Jones,
Miss Beatrice Mayer,	Maurice M. Katz,
Miss Anna Margaret Gallagher,	Frank G. Irwin,
Miss Anna M. Ayer,	Frank A. McGee,
Miss Abbie Simpson,	William Spiegel,
Miss May C. Higginson,	Fred W. Rouse,
Miss Carrie C. Burnet,	George Dexter Eustis,
Miss Constance Hyams,	Isaac F. Danciger,
Miss Nellie Meader,	Joseph Kearney.
Miss Ada G. Brown,	

THIRD INTERMEDIATE.

Miss Anna Berger,	Miss Fieda Mueller,
Miss Winona Jennings,	Emanuel Stern,
Miss Maud Achor,	Otto Engel,
Miss Lena Aschermann,	Gabriel Weil,
Miss Mary Duerr,	William Langenheim,
Miss Rosa Thomasmeyer,	Harry Hoefinghoff,

Miss Celia Helmekamp,
Miss Virginia Broadwell,
Miss Ella Stang,
Miss Lillie McCubbin,
Miss Belle Cunningham.
Miss Mabel Kinsman,
Miss Laura Isphording,

George Meyers,
Louis Smith,
Victor Forn,
William Muench,
Robert Stoehr,
Frank Ottermann,

FOURTH INTERMEDIATE.

Miss Belle McDiarmid,
Miss Kate Miller,
Miss Ada Bremfoerder,
Miss Augusta Dieterle,
Miss Ella Klönne,
Edward Anderson,

Leon Reiter,
Wm. Loth,
Henry Otte,
Campbell McDiarmid,
Janie Werthmiller,
Otto Renner.

FOURTH DISTRICT INTERMEDIATE.

Miss Lulie Daeyer,

Frank Horstman.

SIXTEENTH DISTRICT INTERMEDIATE.

Miss May E. Jeffras,
Miss Minnie M. Geier,
Miss Florence Mann,
Stanley R. Mitchell,
Edward C. Volkert,
Stanley G. Burt,

Harry W. A. Curth,
Benjamin C. H. Davis,
Seth Evans,
Burton P. Hollister,
Emil W. Kujeman,
Edward J. Lytle.

SEVENTEENTH DISTRICT INTERMEDIATE.

Miss Gussie Edwards,
Miss Emma McGowan,
Miss Nellie Martin,
Miss Lizzie Munce,
William Brase,

Nelson High,
William Meyer,
Edward Pein,
Charles Lehnkering.

EIGHTEENTH DISTRICT INTERMEDIATE.

Miss Bella Eckles,
Miss Luella Wheeler,
Miss Antoinette Geisenhofer,
Miss Cornelia Hopkins,

Herman Schulze,
Charles Moorwood,
Walter Hopkins,
William Stephens.

NINETEENTH DISTRICT INTERMEDIATE.

Miss Julia Ross,

Charles D. Hahn.

TWENTY-FIRST DISTRICT INTERMEDIATE.

Miss Nellie Brooks,

Miss Ida B. Squire.

TWENTY-SECOND DISTRICT INTERMEDIATE.

Miss Ella Whitson,

Miss Katie Sanger,

Miss Florence Copeland,

Miss Jennie Hearne,

Miss Ella Loftus,

Clark Mulliken.

Miss Amelia Nieman,

TWENTY-FOURTH DISTRICT INTERMEDIATE.

Miss Lulie Armstrong,

Miss Leren Gray.

TWENTY-FIFTH DISTRICT INTERMEDIATE.

Miss Sylvia S. Adler,

William B. Emery,

Miss Daisy E. H. Barton,

Justin Green,

Miss May S. Miles,

Edward R. Johnston,

Harry H. Russell,

Edwin G. Knight,

William H. Talbott,

Walden Moore,

Frank P. Andrews,

George McGregor Morris.

TWENTY-SIXTH DISTRICT INTERMEDIATE.

Miss Flora Becker,

Miss Jennie Schooley,

Miss Kittie Davison,

Miss Lulu Stroemer,

Miss Alice DeSerisy.

Miss Mary L. Turrill,

Miss Ada Dirr,

Willie Bryant,

Miss Nellie Haight,

Willie Giese,

Miss Ida B. Ross,

Harry Parker.

GAINES AND WESTERN DISTRICT INTERMEDIATE.

Miss Virginia L. Monroe,

Miss Susie Turner,

Miss Mary Franklin,

Miss Laura Troy.

Miss Artemisia Johnson,

EXAMINATIONS AND TRANSFERS.

The subject of examinations and transfers of pupils is one of the most difficult of solution of any connected with our city school systems. A few years ago educators thought that they had found the true solution in per-cented written examinations. Such examinations were held in every subject in which it was possible to hold them. The per cents were posted up in the offices of Superintendents, exhibited and commented upon in the different schools, carried around in triumph by the Principals, paraded in the daily papers, and published in the school reports. But it has been found that attaching undue importance to per cents leads to the driving and cramming process; to narrow, rut teaching; offers an inducement to teachers to resort to improper devices and expedients, which keep the children from thinking for themselves; to adopt pernicious methods, that contract rather than expand the mind, that retard rather than develop the reasoning faculties. For these reasons there is a growing sentiment in favor of their abolishment. But, on the other hand, it has been found that, where per-cented written examinations have been discontinued in any study, the teachers are apt to neglect the instruction—to let the pupils go over the subject in a slipshod manner, discreditable to both teachers and pupils. Between the two evils the question arises, What should be done? Should we drop the percentage system altogether, or retain it in part? Not seeing my way clear to dispense wholly with the system, I have endeavored, during my superintendency, to relieve as much as possible the pressure formerly brought to bear upon per cents, by not publishing them, by not even requiring the teachers to report them, by attaching very little importance to them, and by throwing them off of Object Lessons, History, and Physics in the District and Intermediate Schools—off of studies that had better never be touched than to be taught by the pernicious

methods the teachers were compelled to resort to, in order to obtain high per cents in written examinations. And, that these non-percented subjects may not be neglected, I have directed the Principals to give especial attention to them, and have required them to make a written report twice a year, not only of the results obtained, but of the methods pursued in imparting the instruction. While, on the whole, there has been great improvement in the teaching, candor compels me to admit that, on the part of many of the teachers, there is still too much driving for per cents, with all its attendant evils, in those branches in which the percentage system is retained, and too little attention paid to those in which it has been abolished. Teachers are conservative. Having once gotten into a way of teaching a subject, it is very difficult to get them out of it, however important it may be to do so. Having once taken a pride in having their classes average in the nineties, it is almost impossible to induce them to adopt better methods and do broader teaching, if thereby their classes would only average in the eighties.

As a rule, the *best* teachers do not obtain the highest per cents from their pupils. Of course, on a fair examination in a properly graded school, their classes will rank high, but they will be beaten every time by classes taught by inferior teachers who follow in narrow ruts. Good teachers will obtain good per cents; but to judge teachers wholly by per cents, as has been so generally done in years past, is to commit an injustice. As my predecessor, Superintendent Hancock, once said, "Per cents show some things, but they do not show all." The methods pursued in obtaining the per cents are the important factors.

Again, much injury to the schools has resulted from the great importance put by Trustees, Principals and teachers upon passing *all* the pupils remaining at the close of the year in the highest grade of the District and in that of the Intermediate Schools; that is, upon passing pupils from the District to the Intermediate, and from the Intermediate to the High Schools. In a school justly graded and properly taught, from eighty to ninety per cent. of the pupils in these grades should pass a

successful examination upon the questions usually submitted. To pass more than ninety-five per cent. upon a fair examination is *prima facie* evidence that the teaching or the grading (probably both) is bad.

TABLES OF TRANSFERS.

The following tables contain the statistics of the transfers and failures at the annual examination in June, 1885:

Hughes High School.

ENROLLMENT, ETC.	A Grade.	B Grade.	C Grade.	D Grade.	Totals.
Number of pupils enrolled.....	65	75	145	286	571
Number of pupils remaining.....	65	54	99	184	402
Number advanced in 1 year or less.....	65	49	54	133	301
Additional number advanced in 2 years or less.....		1	21	19	41
Additional number advanced in 3 years or less.....					
Total number advanced.....	65	50	75	152	342
Number not advanced in 1 year or less....		4	22	27	53
Additional number not advanced in 2 years or less.....			2	4	6
Additional number not advanced in 3 years or less.....				1	1
Total number not advanced.....		4	24	32	60

Woodward High School.

ENROLLMENT, ETC.	A Grade.	B Grade.	C Grade.	D Grade.	Totals.
Number of pupils enrolled.....	58	92	184	299	633
Number of pupils remaining.....	57	80	149	222	508
Number advanced in 1 year or less.....	57	72	124	129	382
Additional number advanced in 2 years or less.....		3	9	38	50
Additional number advanced in 3 years or less.....					
Total number advanced.....	57	75	133	167	432
Number not advanced in 1 year or less....		5	14	53	72
Additional number not advanced in 2 years or less.....			2	2	4
Additional number not advanced in 3 years or less.....					
Total number not advanced.....		5	16	55	76

Gaines High School.

ENROLLMENT, ETC.	A Grade.	B Grade.	C Grade.	D Grade.	Totals.
Number of pupils enrolled.....	6	15	22	32	75
Number of pupils remaining.....	6	15	20	22	63
Number advanced in 1 year or less.....	6	13	20	19	58
Additional number advanced in 2 years or less.....		1		1	2
Additional number advanced in 3 years or less.....					
Total number advanced.....	6	14	20	20	60
Number not advanced in 1 year or less....		1		2	3
Additional number not advanced in 2 years or less.....					
Additional number not advanced in 3 years or less.....					
Total number not advanced.....		1		2	3

Intermediate Schools.

TRANSFERS, ETC.	A Grade.	B Grade.	C Grade.	Totals.
Number enrolled.....	1,173	1,834	2,721	5,728
Number remaining.....	941	1,376	2,128	4,445
Number advanced in 1 year or less.....	709	1,153	1,835	3,697
Additional number advanced in 2 years or less....	38	52	84	174
Additional number advanced in 3 years or less....				
Total number advanced.....	747	1,205	1,919	3,871
Number not advanced in 1 year or less.....	180	169	204	553
Number not advanced in 2 years or less.....	14	2	5	21
Total number not advanced	194	171	209	574

District Schools.

TRANSFERS, ETC.	D Grade.	E Grade.	F Grade.	G Grade.	H Grade.	Totals.
Number enrolled.....	3,660	4,846	5,445	5,718	8,670	28,339
Number remaining.....	2,886	3,949	4,542	4,607	6,400	22,384
Number advanced in 1 year or less..	2,667	3,286	3,885	4,000	3,821	17,659
Additional number advanced in 2 years or less.....	84	268	226	200	758	1,536
Additional number advanced in 3 years or less.....		1	5	1	36	43
Total number advanced.....	2,751	3,555	4,116	4,201	4,615	19,238
Number not advanced in 1 year or less.....	135	392	413	406	1,759	3,105
Number not advanced in 2 years or less.....		2	13		26	41
Number not advanced in 3 years or less.....						
Total number not advanced.....	135	394	426	406	1,785	3,146

PRIMARY ARITHMETIC.

In a former report I explained, by means of the *wire and balls*, the method now in use in our schools of teaching addition and subtraction to primary classes; but as the desks of many of these classes are not supplied with wire and balls, it is important that I should explain the several steps of the first year's course by the use of small sticks or lamp-lighters. In doing so, however, I will vary the work a little—first, by supposing the sticks to be placed at the *left* side of the pupil; second, by first moving the smaller number instead of the larger; third, by combining the three operations of addition, subtraction, and the resolution of the number into parts, instead of completing each separately, as in the article referred to above.

(1) EXERCISES WITH OBJECTS.—Let us suppose the teacher has provided herself with a sufficient number of small sticks (ten for each pupil), and that the lesson is to be given on the number *five*. The teacher will distribute among the pupils *five* sticks each, which they will place together at the left in front of them. The pupils then, placing the fingers of the right hand on the right hand stick, and the fingers of the left hand on the four others, move the right hand stick three or four inches to the right, and, without removing the fingers, say "*one stick*;" then, bringing up the four sticks with the left hand, they say "*and four sticks*," and just as the sticks are brought together they say "*are five sticks*" (one and four are five); then after a short pause, and without removing the fingers, they say "*five sticks are*," then separating the sticks by moving *one* to the right and the others to the left, they say "*one stick and four sticks*" (five are one and four); then bringing the sticks together again they say "*five sticks*," and as they begin to turn the right hand stick toward a horizontal position they say "*less one stick*," and then, pushing the stick to the

top of the desk, horizontal with it, and bringing the hand back to the remaining sticks, they say "*are four sticks*" (five less one are four). Now reverse the operation by moving first *four* sticks and then one stick (four and one are five, five are four and one, five less four are one), and so forth with the other integral parts of five. The pupils should practice the foregoing operations until they can perform them with accuracy and rapidity. At first they should name the objects; then, dropping the names, they should give the numbers only as they move the sticks; thus, four and one are five, five are four and one, etc.

(2) PRACTICE IN SOLVING EXAMPLES RAPIDLY WITHOUT THE USE OF OBJECTS.—In teaching examples in abstract numbers, the form of the questions should be varied as much as possible.

ADDITION.

The following are a few suggestive questions on making five:

Four and one <i>are</i> what?	<i>Ans.</i> —Four and one are five.
Four and one are how many?	<i>Ans.</i> —Four and one are five.
Four and one <i>equal</i> what?	<i>Ans.</i> —Four and one equal five.
Four and one equal how many?	<i>Ans.</i> —Four and one equal five.
Four <i>plus</i> one are what?	<i>Ans.</i> —Four plus one are five.
Four plus one are how many?	<i>Ans.</i> —Four plus one are five.

Teach the sign plus.

Four and what are five?	<i>Ans.</i> —Four and one are five.
Four and how many are five?	<i>Ans.</i> —Four and one are five.

Begin with *one* instead of four.

One and four are what?	<i>Ans.</i> —One and four are five.
One and four are how many?	<i>Ans.</i> —One and four are five.

Begin with *two*, and then with *three*, and proceed in the same manner. Of course, after a short drill in answering in regular order, the questions should be given out promiscuously.

A good concert exercise for a brief drill at this stage of the work is to have the pupils answer the question, *What are five?* To this question each child must answer in regular order, and according to a specified form, either by beginning with the largest

integral part of five, which is four, and saying "*Four* and one are five," and the reverse, "*One* and four are five;" then "*Three* and two are five," and the reverse, "*Two* and three are five"—or by beginning with the smallest integral part, which is *one*, and saying "*One* and four are five," and the reverse, "*Four* and one are five;" then "*Two* and three are five," and the reverse, "*Three* and two are five."

Again :

What make five?

Ans.—Four and one are five.

One and four are five.

Three and two are five.

Two and three are five.

Or,

One and four are five.

Four and one are five.

Two and three are five.

Three and two are five.

RESOLUTION INTO PARTS.

A few suggestions on resolving the number five into any two integral parts :

Five are four and what?

Ans.—Five are four and one.

Five are four and how many?

Ans.—Five are four and one.

Five are what and four?

Ans.—Five are one and four.

Five are how many and four?

Ans.—Five are one and four.

Five are three and what?

Ans.—Five are three and two.

And so forth.

Five are what?

Ans.—Five are four and one.

Five are one and four.

Five are three and two.

Five are two and three.

Another good exercise is to have the teacher name some number, as five, and then give the several parts promiscuously, requiring the pupil to give the other parts, thus :

The teacher says to the child, "I give one part of five, you give the other part." Teacher says *two*; the child answers *three*. Teacher, *one*; child, *four*. And so on.

SUBTRACTION.

In subtraction use the expression *less* at first.

Five less four are what?

Ans.—Five less four are one.

Five less four are how many?

Ans.—Five less four are one.

And so on.

Five less?

Ans.—Five less four are one.

Five less one are four.

Five less three are two.

Five less two are three.

Afterward use the terms *minus*, *from*, *subtract*, *take away*, *more than*, *less than*. Teach the minus sign.

Five minus four are what?

Ans.—Five minus four are one.

Five are how many more than four? *Ans.*—Five are one more than four.

Etc., etc.

GENERAL REMARKS.

The pupils should be practiced on this abstract work till they can answer almost instantaneously, as rapidity is one of the objects to be attained. Bear in mind that this can not be accomplished except by completing one number very thoroughly before taking up the next higher, and by keeping up a constant review of the preceding numbers—that is, complete thoroughly the number two before taking up three; take three, and review two, complete three; take four, and review two and three; and so on to ten. Bear in mind, also, that addition and subtraction should be taught *together*; the one assists the other. Let the children be taught to speak naturally and sprightly in their number lessons, and not let them drawl their words in a sing-song tone.

When a child misses a question in numbers, he should be required to solve it by the use of the sticks or balls, as the case may be.

One-half of the time in the number less should be given to simultaneous REPEATING. Do not confound simultaneous repetition with what is usually called simultaneous recitation. To ask a class a question, and have the pupils answer together, is as near a good-for-

nothing practice as I can well imagine ; but to have the question answered correctly by one of the pupils or by the teacher, and then have the entire class repeat the answer, is a most valuable exercise. Individual recitation in the abstract work, and simultaneous repetition by the entire class, will hold the attention of the pupils and awaken their enthusiasm, and thereby secure the best results—results that can not be obtained in the same time in any other way.

To the question, How fast is an average class of pupils expected to go? I answer that, with a class of beginners under seven years of age, if a teacher completes *thoroughly* the numbers through *four* by Christmas, she is doing excellent work. Of course, with older pupils more can be done. The great fault in teaching primary numbers is in going too fast, especially with the lower numbers.

As the method of teaching the addition and subtraction of numbers between ten and one hundred was pretty thoroughly explained in the Fifty-third Annual Report, I will only indicate the several steps.

FIRST STEP.—This step consists of adding units to the even tens (10, 20, 30, 40, etc.), and then subtracting the units to leave even tens. Thus, 20 and 4 are 24, 24 less 4 are 20.

SECOND STEP.—This consists in adding to, or subtracting from, the right hand or unit figures. Thus, 12 and 7 are what? 2 and 7 are 9, 12 and 7 are 19. 19 less 7? 9 less 7 are 2, 19 less 7 are 12.

THIRD STEP.—This consists of adding to the right hand figures to make even tens, and of subtracting from the even tens. Thus, 12 and 8 are what? 2 and 8 are 10, 12 and 8 are 20. 20 less 8? 10 less 8 are 2, 20 less 8 are 12.

FOURTH AND LAST STEP.—This consists in breaking over the tens in both addition and subtraction. Thus, 27 and 8 are what? 27 and 3 are 30, and 5 are 35. 35 less 8? 35 less 5 are 30, less 3 are 27. Instead of taking this step, some of the teachers prefer to add, for example, 25 and 8 in this way: 5 and 8 are 13, 25 and 8 are 33. 33 less 8? 13 less 8 are 5, 33 less 8 are 25.

OBJECT LESSONS, COMPOSITION, AND GRAMMAR.

For years object lessons and composition have been united in the lower grades of our schools, the lessons on objects forming the basis of compositions. The number of objects studied has, therefore, been limited to the number of compositions written. Apart from the knowledge of the facts imparted, object lessons, properly developed, greatly quicken the perceptive faculties of the children, cultivate their powers of observation, and improve them in the use of language. More objects should be taken and much more time given to object teaching than is possible under the present arrangement. I therefore recommend that a definite time be set apart for object lessons, and that a definite course of study be adopted. The plan of basing compositions upon object lessons in the primary grades is, in my opinion, far superior to any other, and should be retained. This can be done with the best results by having the teachers select from the course in object lessons the required number of subjects for compositions.

In regard to composition writing in the District and Intermediate Schools, I am happy to report that more attention has been given to it, and consequently better work has been done, than in any previous year. There is no branch more important, and none in which more real progress has been made.

In the District Schools grammar (I refer to that part of the course of study in language lessons not included under the head of composition) has, in general, been well taught, and with excellent results. In the Intermediate Schools the results have been far from satisfactory. This is largely due, I think, to the syllabus, which so modifies the text-book as to make it of little value to the pupils. The Intermediate course now before the Board for adoption changes this, and gives us reason to hope for much better results during the coming year.

PHYSICS IN THE INTERMEDIATE SCHOOLS.

Physics, to be of much value to the pupils of these grades, must be taught objectively. Dr. E. E. White laid down the true principle that should govern the teaching of all branches of study, especially the physical sciences, when, before our Teachers' Institute, he said:

"The *primary* concepts and ideas in every branch of study must be taught *objectively*; that is, by presenting the objects to be known to the mind of the pupil. This is true whether these objects be physical, psychical, or relational. *No primary concept can be taught through its word.* A word can recall a *known* idea associated with it, but a word can not summon a *new* idea into what has been called 'the presence chamber of the soul.' The futile attempt to teach the simple elements of knowledge by teaching dead words is responsible for more unsatisfactory results than any other error in elementary instruction.

"This principle of objective teaching applies to the high school and the college as well as to the elementary school. The modern method of teaching the physical sciences is based upon it. This is the meaning of the laboratory and the museum. The student is not put to the study of books until he has acquired the elementary concepts and facts of science by the study of things. In the university of which I had charge for several years (a scientific and technical institution), the students in chemistry spend at least a year in the laboratory before they attempt to do anything with text-books. When they have learned the elementary concepts and facts of chemistry by laboratory practice, the literature of the science is easily read and understood. The same is true in botany. The students spend months in the botanical laboratory and in the fields in the careful study of plant life and structure before they attempt a mastery of the science as presented in botanical treatises; and in this original objective study of plants they have the aid of the best microscopes and other modern appliances for such work."

The Board has never supplied the schools with apparatus. The teachers are therefore thrown upon their own resources. The consequence is that a few who are very enthusiastic in the

subject, and possess mechanical ingenuity, have managed by small purchases and by their own manufacture to supply themselves with sufficient apparatus to perform most of the experiments called for in the course of study, while the others have done very little in the way of experiments, but have attempted to teach the subject by lectures. As the subject of physics is one of great importance, and as this is the only opportunity the great majority of the Intermediate pupils will ever have to study the subject, I urge upon the Board the necessity of supplying these schools at once with apparatus that is absolutely needed in order to teach the subject as it should be. A few hundred dollars judiciously expended would be sufficient for the purpose.

It is due to Mr. LaFayette Bloom, of the Fourth Intermediate School, to say that he has been unusually successful in teaching this branch. "He has," says his Principal, Mr. Sands, "by his own efforts, during the past five years, secured very fine apparatus for showing beautiful experiments in hydraulics, magnetism, mechanical powers, heat, motion, and electricity. His pupils have been intensely interested in these lessons, which must result in lasting benefit to them." In this connection, Principal Sands reports that "the school has had, during the year, several magic lantern exhibitions, using the oxygen light. The pictures were thrown upon a screen twelve feet square, and the figures were life-size. Many battles of the Revolution were thus exhibited. Hundreds of scenes in Europe, Asia and Africa were shown. There is no better way of illustrating history and geography. Dr. Amick, a great friend of our school, merits the highest praise for conducting these exhibitions and using his valuable apparatus and choice collection of pictures."

HISTORY.

Two lessons a week are given to the subject of United States History in the A and B Grades (fifth and sixth years) of the Intermediate Schools. I earnestly recommend to the Board to increase the number of lessons to four per week.

The method of giving the instruction has been so fully presented in former reports that I shall not dwell upon it at this time. That the Board may be informed as to the results of the method, a few brief extracts from the reports of the Principals are given here.

Principal Carnahan, of the First Intermediate School, says:

"No branch of study is better taught in the A Grade of the First Intermediate School than the subject of American History. The same excellent method that I described in my last report has been followed during the past school year. The sketches of History and Biography written by the pupils of Grade A have attracted marked attention from visitors to the school. In the B Grade, also, a great degree of enthusiasm was awakened, and excellent results obtained."

"It may be truthfully asserted," adds Mr. Carnahan, "that the old memoriter methods of teaching American History have passed away, and will never again find a place in our schools. A more rational method prevails, and the study is now a pleasure instead of a dreaded task."

Principal Sands, of the Fourth Intermediate School, says:

"I respectfully report that the A and B Grades were carefully examined in History. I am much pleased with the results obtained in that study. The lessons have been conducted in an interesting and attractive manner, and the pupils have made commendable progress."

"The pupils are taught to read the text-book in an intelligent manner. During the term they recite a great many historical sketches. Frequently an entire lesson is spent in giving biographies of noted men. The pupils are encouraged to read these biographies, in addition to their regular course in History. These exercises greatly assist the pupils to express their thoughts. * * * During the year a great many books were read by the A Grade pupils. A list of these was kept by the teacher.

"I am heartily in favor of the present plan of teaching History. The lessons are the most interesting in the Course of Study. I should very much regret to see the old 'verbatim' method again introduced."

Dr. Highlands, Principal of the Seventeenth District and Intermediate School, reports:

"In the subject of History I think we have accomplished more than we have in any previous year, in the way of creating an interest in the reading of historical works. Quite a number of pupils are now procuring books from the Public Library who were not, heretofore, in the habit of reading anything outside of their text-books. The following is a list of some of the books read: Story of the U. S. Navy; Rebel Recollections; Manners and Customs of American Indians; Lives of the Signers of the Declaration of Independence; Building of the Nation; Life of Washington; Siege of Richmond; Life of Garfield; Life of Lincoln; Arctic Explorations; Life of Grant; Journeys in Classic Lands; Travels Through China, Japan, and Egypt; Historical Incidents; War of 1861; Last Days of Pompeii; History of Rome; Life of Benedict Arnold; History of Brazil; Pictorial History of the United States; Glazier's Capture, Prison Pen, and Escape; and quite a number of other books." In this connection it should be stated that there were but twenty-eight pupils in the A and B Grades of this school, as the Seventeenth is one of the out-lying districts.

Principal Burns, of the Eighteenth District and Intermediate School, says:

"In submitting my report in History, I desire to say that I find the interest in the subject growing every year. It is no longer a dry, tasteless task, but a pleasure and delight to both teacher and pupil. The plan was followed to make the study the basis of a course of historical reading. One additional lesson each week was given on current events; pupils studied the daily papers to see what was going on in both the old and new world; historical and biographical sketches were written; attention was given to the formation of our government; a careful analysis was made of the Constitution, and the progress of our government was traced from the time of its adoption to the present. * * * Subjects were assigned for composition in History and Biography. * * * The results were exceedingly gratifying, and I am convinced more than ever that the method now in use in our schools is the proper one."

Principal Clark, of the Gaines High School, says:

"I have to report that the advancement of the pupils of the A and B Grades in United States History has been more satisfactory than ever before. The general course of teaching has been to treat History as a reading lesson, and to supplement that with conversation and the reading of books, newspaper clippings, etc., that aided in the fuller illustration of the points under consideration."

In conclusion, I will say that nearly all the Principals of Schools where History is taught report that their pupils are reading histories, biographies, books of travel, etc., outside of school hours. This collateral reading, and the habit gained thereby, will be worth vastly more to the pupils in after years than any amount of memorizing text-books.

READING.

Repeating or omitting words, or substituting others not in the reading lesson, is one of the most common faults with which teachers have to contend. This carelessness, however, is not confined to children. Comparatively very few adults can read half a column in a newspaper without blundering. Within the past year, as also in previous years, I examined a number of the schools for the purpose of ascertaining the average number of lines classes could read without making one of the above mistakes. As it would consume too much time to examine every pupil, I selected at random from classes of all boys or all girls five, and from classes of boys and girls four of each sex. I found, first, that in most of the classes the average number of lines read was small, usually from eight to fifteen; secondly, that the girls were, as a rule, the most accurate readers; and, thirdly, that those who were able to read a large number of lines were universally good spellers. To assist in breaking up this bad habit, I recommend that one lesson in five—not more than this—be given during the coming year in the following manner, viz.: Let the teacher take some piece with which the pupils are familiar, and see how many of them can read, if poetry, two verses—if prose, ten lines—without making either of these mistakes. When a pupil makes a blunder in reading, for example, his two verses, let him be seated at once, and another try till some one has read them; then proceed in the same way with the next two verses, and so on till the piece is completed; then test them on pronouncing the words backwards in the same manner. Pronouncing backwards is a very important exercise in this connection, as the pupil is compelled to look carefully at each word or he will fail. Now and then vary the lesson by having the class pronounce backwards in concert. Teachers who desire to give per cents on this work can readily do so by allow-

ing ten per cent. for each line up to ten lines or one hundred per cent.

I speak with confidence when I say that great improvement will result from adopting this plan; for, in my examinations, I found some very remarkable classes—notably that of Miss Callaghan, B Grade, Second Intermediate School, in which the pupils averaged over eighty lines; that of Miss Belle Woods, A Grade, same school, in which five of the six pupils called upon read without a single mistake Bryant's "Thanatopsis," and that part of Tennyson's "Enoch Arden" found in McGuffey's Revised Sixth Reader; that of Miss Maggie Cameron, A Grade, Fourth Intermediate, in which the pupils did equally well; those of Wm. P. Gault, A and B Grades, Mornington School (now of the Twenty-sixth District), and that of Miss Louise Reck, D Grade, Tenth District School (now of the Third Intermediate), in which, the previous year, the pupils were exceedingly accurate; and, on questioning these teachers, I found that each of them had pursued this or a similar course. I would like to have each teacher in grades above G (second year) test the pupils of her class early in the coming term and keep a record of the average number of lines read, and then again near the close of the schools in June, using care not to examine on the same pieces, or on those on which the pupils have had any more drill than on the first, and report the results to me.

I again caution teachers not to give too much attention to this mechanical part of reading, as the great object in teaching reading is to give the pupils power to grasp thought from the printed page; hence much of the time in this branch of study should be devoted to the logical analysis, to ascertaining the meaning of what is read, that no word, no sentence, may be passed over without being understood by the scholars.

BIRTHDAY CELEBRATIONS.

Six years ago Authorial Birthday Celebrations were inaugurated in the Public Schools of the country by the celebration of Whittier's birthday in the schools of Cincinnati. The plan was to have the schools hold one or two authorial celebrations a year, and to repeat these celebrations every five or six years; and, in addition to these, to hold a Washington celebration annually. In this way the pupils who pass through the schools would become quite familiar with the lives and writings of a number of distinguished and worthy authors, and be imbued with patriotism through the repeated celebrations of the life and services of the "Father of his Country." In accordance with the original plan, the schools celebrated Whittier's last birthday, December 17, 1884. The exercises—which consisted, as before, of reading biographical sketches of the author, written by the pupils themselves, of reading and reciting the choicest thoughts from his pen, and of singing—were held on the afternoon of that day. At no other time, except the hour occupied by me in giving a sketch of the poet and his works to the upper grades of the several schools, were the regular recitations disturbed in the least, as the compositions, the songs, and the selections were prepared either during the regular bells assigned to these subjects or outside of school hours. In my talks to the scholars I endeavored not only to interest them in "Snow Bound" and other productions of this master mind, but to impress them with the pure and beautiful life of the poet, and his unassuming and noble character.

How fortunate it is in these days of school celebrations that so many of our great American authors have lived pure lives—models to which the teachers can point their pupils with pride!

On account of the interruption of the regular school work consequent upon preparing an exhibit for the New Orleans Exposition, it was thought best not to hold a Washington celebration.

MEMORY GEMS.

There is no subject in our Course of Study that is so popular among parents, teachers, and pupils as "Memory Gems." They were introduced into our schools as the basis of moral instruction, but not as a substitute for the Bible, as some erroneously suppose. The use of the Bible was discontinued in 1869, years before the introduction of "Memory Gems." The fact is, that at the time of my entering upon the Superintendency of the Schools there was no moral instruction given, except incidentally, in most of them, and in some not even "morning exercises" were held—arithmetic or spelling usually taking their place. Many of the Principals had previously announced themselves as "Incidentalists," as opposed to regular instruction in morals, and as believing only in incidentally teaching them. Even the Principals who favored systematic instruction were at sea as to what to do. They commenced by requiring their teachers to talk or lecture before their pupils on such subjects as kindness, truthfulness, etc.; but they soon found the work to be a burden to the teachers and a bore to the pupils, and all but two of the Principals had abandoned it. *Very few, indeed, even among the educated, can interest children two hundred days in the year by abstract talks on morals.* But to place upon the blackboard a selection in prose or poetry containing a noble thought, and talk to the pupils objectively through that, bringing out its meaning, and conveying its lesson to the hearts of the children, and then having them store it away in the memory, is a comparatively easy task for the teacher, even when the instruction includes, as it does in the upper grades, giving sketches of the lives and writings of worthy authors; and it is interesting, instructive, and ennobling to the pupils. It may be objected that many teachers neglect giving lessons upon the selections. To this I answer that it is an excellent thing for children to memorize ennobling thoughts expressed in beautiful

language, even if no lessons are given upon them. The choice thoughts of our best writers, stored away in the minds of the pupils, are in themselves life-long moral educators. President Garfield advised the students under him to memorize a beautiful thought every day. It is also in accord with the advice of Arthur Helps, who says: "We should lay up in our minds a store of goodly thoughts in well-wrought words, which shall be a living treasure of knowledge always with us, and from which, at various times, and amidst all the shifting of circumstances, we may be sure of drawing some comfort, guidance, and sympathy."

In the selection of gems, especially for the *younger* children, poetry has the preference; for it is more easily committed, and, as a rule, longer retained. It is among the first things a mother teaches her child. Our kindergartens make great use of songs to enliven their work, and to teach the little ones many beautiful lessons in morals and manners. All the great pedagogical writers of Germany advocate teaching poetry to young children. "The taste for harmony, the poetical ear," says Miss Aiken, "if ever acquired, is so almost in infancy. The flow of numbers easily impresses itself on the memory, and is with difficulty erased. By the aid of verse, a store of beautiful imagery and glowing sentiment may be gathered up as the amusement of childhood, which in riper years may beguile the heavy hours of languor, solitude, and sorrow; may enforce sentiments of piety, humility, and tenderness; may soothe the soul to calmness, rouse it to honorable exertions, or fire it with virtuous indignation." "They who have known what it is," remarks Willmott, in "Pleasures, etc., of Literature," "when, far from books, in solitude, or in traveling, or in intervals of worldly care, to feed on poetical recollections, to recall the sentiments and images which retain by association the charm that early years once gave them, will feel the inestimable value of committing to memory, in the prime of its power, what it will receive and indelibly retain. He who has drunk from the pure springs of intellect in his youth will continue to draw from them in the heat, the burden, and the decline of the day. The corrupted streams of popular entertain-

ment flow by him unregarded." The great Coleridge says: "Poetry has been to me 'an exceeding great reward;' it has soothed my afflictions, it has multiplied and refined my enjoyments, it has endeared my solitude, and it has given me the habit of wishing to discover the good and beautiful in all that meets and surrounds me."

Yes, these beautiful selections will be remembered and will influence our children for good when the technicalities of their grammar, the abstrusities of their arithmetic, and the obscure locations of their geographies are forgotten.

I never have claimed, nor do I claim, for gem culture that it will do all we could wish in a moral way; and if any one will recommend, apart from the Bible (the use of which is prohibited in the Cincinnati schools), a better basis for moral instruction than gem thoughts from literature, I shall be glad to see it adopted; for, as I stated in my last report, "what the schools need is not more of arithmetic and grammar, but more of heart culture—of æsthetic and moral training, less cramming and driving for per-cents, more moral instruction. The world needs good men, as well as good accountants and grammarians; and there is less lack of intelligence than of public virtue and private fair-dealing, less lack of knowledge than of an inclination toward a noble life—a life of justice, kindness, and mercy."

ARBOR DAY.

To correct the impression made by statements that have appeared in educational journals and elsewhere in regard to "Arbor Day," and to give Cincinnati and her schools the credit they deserve, the following history of the day and of tree-planting celebration is given:

"Arbor Day," for the planting of trees for economic purposes, originated in Nebraska about twelve years ago; but the celebra-

tion of Arbor Day by planting memorial trees with literary and other exercises originated in Cincinnati, at the organization of the American Forestry Congress in 1882, at which time the Cincinnati Schools had the honor of introducing tree-planting celebrations into the Public Schools of our country; and it is a source of congratulation that our example has been extensively followed by Public Schools in the United States and the Dominion of Canada. Through the efforts of State School Superintendent Butcher, of West Virginia, and Professor Morgan, his successor; through Superintendent Holcombe, of Indiana; through Superintendent Apgar, of New Jersey; through Superintendent Higbee, of Pennsylvania; through the School Inspector of the Dominion of Canada, Arbor Days are designated, and the great school systems of these States and of the Dominion celebrate the days after the "Cincinnati plan," as Dr. B. G. Northrop so justly calls it. Two years ago the Governor of Nebraska, the State in which Arbor Day originated, in his proclamation naming the day, and offering the State reward to the person who would plant the greatest number of trees, called upon the schools "to plant memorial trees after the plan of some of the Eastern States"—*i. e.*, the "Cincinnati plan"—and last year, according to Dr. Northrop, Kansas followed.

The schools in many places outside of the States named above have adopted this beautiful custom of planting memorial trees, attended by appropriate literary exercises. In these celebrations not only teachers and pupils take part, but also thousands of other citizens. In this way myriads of trees are annually planted and dedicated to authors, statesmen, soldiers, pioneers, and other distinguished citizens; and through the celebrations not only the children, but the public at large, are being educated to appreciate the great importance to the climate, soil, productions, and to the beauty of the country, of the planting of trees, and the cultivation and conservation of forests. Except in a few of the Western States that are almost devoid of natural forests, where the planting of groves and forests is a necessity on economic grounds, very little attention will be paid to Arbor Days, however eloquently

their objects are set forth by the Governors and by forestry associations, unless the celebration feature is adopted; and this will not be done, except possibly in a few places here and there, without the schools take hold of it. How important, therefore, to the highest interests of State and Nation that Arbor Day celebrations be kept up, year after year, by the Public Schools of our country.

On last Arbor Day the Eleventh District School planted trees in the school-yard, and dedicated them to former Principals and Trustees of the school. Trees were also planted and dedicated in the boys' yard of the Fourteenth District School. Previous to the day the Eleventh District held a celebration, consisting of reciting and singing by pupils of selections on trees, and of talks by Professor Leué, Secretary of the Ohio State Forestry Bureau, and others. The exercises were entered into with enthusiasm by the children, and the occasion was made exceedingly interesting and profitable to them.

It is a pleasure to see how careful even boys are not to harm trees and shrubs after they have once participated in a tree celebration or in planting memorial trees.

The thanks of the schools are hereby given to Mr. Reuben R. Warder, President of the Ohio State Forestry Association, for the trees donated by him to take the place of those that died in Authors' Grove during the previous year. These trees were planted on Arbor Day.

As frequent requests are made to this office for the pamphlet entitled "Trees and Tree-Planting, with Exercises for the Celebration of Arbor Day," prepared especially for the Cincinnati schools, I will state that it is now published by the National Bureau of Education, Washington, D. C., and can be obtained free of cost on application to General John Eaton, U. S. Commissioner of Education. This pamphlet led the Grand Army Posts of New York State to plant *memorial trees* last spring in honor of their dead, after the Cincinnati plan.

THE CINCINNATI SCHOOL EXHIBIT.

At the request of Hon. Le Roy D. Brown, State School Commissioner of Ohio, the Board of Education decided to send a school exhibit to the World's Exposition at New Orleans. As the time was so near that of the regular semi-annual examination, and as the appropriation was small, it was decided not to give a general examination from the Superintendent's office, as was done in preparation of the exhibits for Vienna, Philadelphia, and Paris, but to leave each Principal free to examine his pupils in his own way, with directions to send to the bindery of Wilstach, Baldwin & Co. the manuscripts, arranged for binding into volumes of from three hundred and fifty to four hundred sheets, and accompanied with a written statement of the Principal, telling of what each volume consisted, and how the examination was conducted.

The scholars' exhibit consisted of fifty-two volumes of manuscripts, covering every subject in the Course of Study, from the first year of the primary grades through the High Schools, and eight large volumes of drawings prepared under the supervision of Miss Christina Sullivan, Superintendent of this branch; also, of between fifty and sixty double slates containing work of pupils in English and German from every grade below the High Schools, and of one volume of arithmetical work prepared by pupils of the Fourteenth District School on black card-board, in white ink, in imitation of slate work. The object of this volume and of the slates was to show the *systematic forms* daily ruled by the pupils, and the remarkable neatness and beauty of execution of the slate work of the Cincinnati schools.

To the above were added photographs of a number of our finest school-houses, and of interior views of the Public Library Building, taken by Mr. George Schuster, of 489 West Sixth Street, under the direction of Mr. John Frey, Superintendent of School Buildings.

Previous to sending the work to New Orleans, it was placed on exhibition in my office for one week, and was visited by thousands of people. It is a matter of pride to the schools that at the Exposition their exhibit attracted great attention, and received the universal praise of all who examined it.

As a distinct feature of our School Exhibit, a collection of upwards of three hundred volumes of books and pamphlets, written or compiled by persons who have been either pupils, teachers, or trustees of the Cincinnati Public Schools, was displayed at the Exposition. This display of printed matter was remarkable both for the scope of subjects treated and for its number of works of high standing. It included law books; medical and other scientific works; religious works; histories; biographies; books of travel, of romance, of poetry; works on art, etc.; in fact, nearly every department of literature was represented, besides school text-books covering nearly every subject taught in the high and common schools of the country. On their return from the Exposition, those works which have been donated, and with them many others written by present and past Cincinnatians, will be turned over to the Historical and Philosophical Society of this city for preservation. Around these as a nucleus, it is to be hoped, all the productions of Cincinnati authors may in future be gathered. In the intervals of school work I intend to do much more in furtherance of this object, and I hereby request the assistance of trustees, teachers, and citizens of Cincinnati generally. What would show the literary side of our city better than such a collection?

CHANGES IN COURSE OF STUDY AND TEXT-BOOKS.

For the coming year the Board has made a number of important changes in the Course of Study and Text-Books of the District and Intermediate Schools.

The course in Arithmetic will remain nearly the same. It has, however, been made a little more definite.

The course in Language Lessons and Grammar has been completely changed. Harvey's Elementary Grammar and Composition will take the place of the Syllabus in Language Lessons in D (fifth year) Grade, and the place of Harvey's Revised English Grammar in C (sixth year) Grade, and an entirely new Syllabus in Language Lessons will be used in the lower grades. The new Syllabus in the District Geography requires the use of the Eclectic Elementary Geography in E (fourth year). Heretofore no text-book has been placed in the hands of the pupils of this grade. The Spelling-Book, which has been banished from our schools for more than twenty-five years, will be used in connection with selected reading lessons in teaching Spelling in all grades above F (third year).

The course in Physics has been rearranged, and so extended as to include the subject of Electricity.

The work to be done in "Memory Gems" has been more definitely laid down.

In all other respects than those named above the Course of Study and Text-Books will remain the same as last year.

TEACHERS' CLASS IN BOTANY.

Within the past year Professor Joseph F. James taught, free of cost, a class of teachers in Botany, at the Natural History Society rooms on Broadway, between Third and Fourth streets. As only a limited number could be accommodated, one teacher from each school was selected. The instruction was given on Saturdays, and consisted largely of analyzing plants found in this vicinity. Professor James deserves the thanks of all interested in improving and broadening the teaching in our schools. In this connection it gives me pleasure to state that I am authorized to invite the teachers to bring their classes to the Natural History rooms, where they can examine the large collections of animals, fossils, minerals, and plants which the Society has on daily exhibition. It is to be hoped that the teachers will avail themselves of this opportunity to interest and instruct their pupils.

GERMAN.

Mr. Karl E. Wolfradt, teacher of German in the Fifteenth District School of our city, has prepared, as Secretary of the Committee on Statistics of the German-American Teachers' Association, an instructive pamphlet, giving the names of places in the United States and Territories where the German language is taught; also the number of teachers of this language employed in public, private, and church schools, and the number of pupils studying the same. The following summary table, taken from Mr. Wolfradt's report, will be of value to all who are interested in German instruction in this country :

TABLE OF SUMMARIES

For the Several States and Territories of the United States.

STATES AND TERRITORIES.	PUBLIC SCHOOLS.			PRIVATE SCHOOLS.			PROTESTANT CHURCH SCHOOLS.			CATHOLIC CHURCH SCHOOLS.			TOTALS.			
	No. of Places.	Teachers.....	Pupils.....	Places.....	Teachers.....	Pupils.....	Places.....	Teachers.....	Pupils.....	Places.....	Teachers.....	Pupils.....	Different Places.....	Places.....	Teachers.....	Pupils.....
Alabama.....	1	5	350	1	4	160	1	1	70	5	12	386	5	8	22	966
Arizona.....												25	1	1	1	25
Arkansas.....												674	11	11	21	764
California.....	1	20	2,062				2	2	90	1	19	980	3	4	21	8,042
Colorado.....	1	20	3,000							3	6	15	1	2	21	3,015
Connecticut.....	1	1	115	1	1	75				2	17	660	4	4	19	820
Delaware.....										1	1	70	3	3	5	222
District of Columbia.....	1	1	220	2	3	152				1	2	70	3	3	16	526
Florida.....						226				1	10	150	1	3	5	366
Georgia.....										2	9	356	2	2	9	356
Illinois.....	15	113	12,597	1	2	80							1	1	2	80
Indiana.....	33	96	7,635	8	19	803	22	32	1,636	93	215	14,676	115	136	379	29,712
Iowa.....	3	4	257	3	6	203	12	28	1,822	91	234	12,577	109	130	383	21,637
Kansas.....	1	1	100	2	3	193	9	4	257	46	127	5,283	54	60	137	5,970
Kentucky.....	3	34	4,046	2	2	102	1	2	121	18	37	1,516	24	26	43	1,889
Louisiana.....				2	2	105	1	2	125	18	140	6,737	20	24	178	11,013
Maryland.....	6	37	4,475	3	3	82				3	37	2,225	3	6	69	2,257
Massachusetts.....				3	10	635	1	11	873	4	56	3,620	9	14	114	9,503
Michigan.....	3	16	1,388	4	7	282				1	11	430	2	5	18	702
Minnesota.....	19	24	1,017	2	6	254	14	28	1,386	15	51	3,223	29	34	101	5,351
Mississippi.....				8	8	246	12	20	881	55	140	7,372	71	83	212	9,516
Missouri.....	11	200	24,851	2	6	235	7	14	736	53	200	5,501	4	13	13	501
Nebraska.....	3	4	210	1	2	86	11	11	273	11	25	1,051	62	73	420	36,363
New Hampshire.....	1	1	90	1	1	70						767	25	26	42	1,336
Carried forward.....	103	597	63,313	41	89	3,839	98	149	8,028	440	1,413	70,924	562	682	2,218	145,904

TABLE OF SUMMARIES—Continued.

STATES AND TERRITORIES.	PUBLIC SCHOOLS.			PRIVATE SCHOOLS.			PROTESTANT CHURCH SCHOOLS.			CATHOLIC CHURCH SCHOOLS.			TOTALS.			
	No. of Places.	Teachers.....	Pupils	Places	Teachers.....	Pupils	Places	Teachers.....	Pupils	Places	Teachers.....	Pupils	Different Places	Places	Teachers.....	Pupils
<i>Brought forward.....</i>	103	597	63,313	41	89	3,839	98	149	8,028	440	1,413	70,924	562	682	2,218	145,904
New Jersey.....	6	21	1,319	10	52	2,356	1	3	300	17	78	3,824	23	34	154	7,799
New Mexico.....				2	2	8							2	2	2	8
New York.....	3	24	3,228	10	55	2,080	3	15	502	46	447	22,682	48	62	541	29,092
Ohio.....	79	473	40,382	4	10	224	4	27	2,608	118	470	28,952	163	205	980	72,146
Oregon.....				1	1	32					1	270	1	2	2	302
Pennsylvania.....	1	11	2,900	4	13	347	5	41	3,446	38	319	16,910	61	68	384	23,603
South Carolina.....				2	4	170							1	1	2	170
Tennessee.....	1	1	63				1	2	89	4	11	380	5	6	14	542
Texas.....	23	45	1,788	13	30	1,228	6	9	463	3	24	500	20	45	108	3,979
Virginia.....	1	1	100							1	3	218	1	2	4	318
West Virginia.....	1	1	292				1	2	50		5	240	1	1	3	582
Wisconsin.....	15	67	11,145	9	33	1,307	51	108	6,621	111	293	13,563	151	186	561	32,666
Grand Totals.....	233	1,224	124,510	96	289	12,191	170	355	21,307	800	3,051	138,503	1,048	1,299	4,923	317,111

It will be seen by these statistics that nearly one-third of the entire number of pupils who study the German language in the Public Schools of the United States are found in Ohio. This is largely owing to the following excellent provision made by the State of Ohio for securing instruction in German :

"It shall be the duty of Boards of Education to cause the German language to be taught in any of the Public Schools of this State when demanded by seventy-five freeholders, residents of said School District, representing not less than forty pupils, who shall in good faith desire and intend to study the German and English languages together. Provided, that nothing herein contained shall be construed as preventing said Board of Education from causing the German or other languages to be taught in said schools; and provided further, that all branches taught in the Common Schools of this State shall be in the English language."

The following table shows the number enrolled in the German Department of the District, Intermediate, High, and Normal Schools, severally, and what per cent. that number was of the whole number enrolled in these schools, exclusive of the Colored Schools :

SCHOOLS.	Enrolled.	Per Cent.
District Schools	15,864	58.2
Intermediate Schools.....	2,132	38.4
High Schools.....	241	20
Normal Schools	14	24.1
Total.....	18,251	53.6

DRAWING, PENMANSHIP, AND MUSIC.

The excellence of the work done by the pupils in the subject of Drawing is evidenced by the fact that M. Buisson, the great French Commissioner of Education, requested and received of the Board of Education, for deposit in the Paris Pedagogical Museum, our entire New Orleans exhibit in this branch, consisting of drawings from twenty-one hundred different pupils; and also by the fact that, after a thorough examination of our exhibit, the authorities of Louisiana adopted the "Eclectic System of Drawing" for the Public Schools of that State. This system was prepared by Miss Sullivan, Superintendent of Drawing, and is now in use in our schools.

Our Penmanship continues to maintain its superiority, and our Music is not excelled by that of any other school system of the country.

The following are the reports of the Superintendents of Drawing, Penmanship, and Music:

REPORT OF MISS CHRISTINA SULLIVAN, SUPERINTENDENT OF DRAWING.

John B. Peaslee, Superintendent of Schools:

In presenting the report of the work done in the Drawing Department of the Public Schools of Cincinnati for the school year ending in June 1885, it may not be out of place nor unprofitable to call attention to the advantages secured to civilization, within a very recent period, not only in this, but in other countries, by this branch of instruction.

When at the World's Exhibition in London, in 1851, England found herself at the bottom of the list in respect to excellence of manufactures, commissioners were appointed to ascertain the causes and point out a remedy. A careful and extended investigation indicated the inferiority to be due to the *deficient technical education* of the British *artisan*; that the countries absorbing her trade were pre-eminent in manufactures in proportion to the attention given to the art and scientific education of the masses; and the commission advised the speedy establishment of an educational department of art and science. Schools of

Design were started in every city, and Drawing made a fundamental feature of education in all schools. The undoubted practical utility of this instruction in industrial art was clearly demonstrated in the results following. The improvement in English manufactures between the time of the London Exhibition and that of the Paris Exposition—a period of sixteen years—was remarkable. Carpenters, stone-workers, iron-workers, glass-cutters, cabinet-makers, and, in fact, all artisans, were enabled to produce better work. The Nottingham lace obtained celebrity from the beauty of its designs, the pupils of its school furnishing these designs. Beauty and utility became hand-maidens of progress.

In France, Belgium, Switzerland, and in some parts of Austria and Germany, the technical education afforded the masses is still better; and invariably we find the results embodied in a higher grade of manufactures. The fabrics of the loom are more beautiful in design, and show a higher finish. More graceful and beautifully decorated forms come from the foundries, glass-works, potteries, and quarries. Practical benefits accrue in the superior prices these wares command, in the greater profit to the manufacturer and merchant, and in the higher wages paid to the workman.

There is a commercial value in the beautiful. However strong a piece of carpet may be, however perfect its finish, an ugly design will spoil its sale.

We in the United States have to contend with the skilled labor of Europe constantly improving; and if we do not wish to be driven from the markets of the world, opportunities for cultivation in this respect must be extended to our future workmen to enable them to produce work equal in quality to the best. In 1867 the United States stood the lowest of all countries in art manufactures. Realizing this condition of affairs and the importance of the subject, there has been a general movement in the right direction; and as a basis for improvement the subject of Drawing has been generally introduced as one of the Public School studies. This instruction should be simple, inviting, interesting, and instructive; not a preparation for any special department of industry, but a foundation for all. As it is not the business of the Public Schools to train specialists, the instruction should be confined to those departments which the different industries have in common. It must be clear that it is not sufficient that there be draughtsmen to make drawings, but that the workmen who are to manufacture the desired decorations and objects should be able to interpret the drawings given for their guidance. This they could not do without assistance, and the Public Schools must give this instruction.

To use a commonly understood comprehensive expression, "Everything, from a penny-whistle to a steamboat, was, in its first stages of evolution, simply a drawing." The workman must be able to read and understand this drawing as he would read and understand a book of letters.

Drawing is the literature of form. There is no pupil attending the Public Schools to whom a knowledge of Drawing will not be of practical utility. All should be encouraged to participate in its benefits, and none should be excused except for weakness of the eyes, injury to the hand, or some other illness incapacitating him from study.

Although there was some little time lost at the beginning of the school year before the selection of a Superintendent for this department, and afterward in overcoming some few prejudices naturally incident to the introduction of the new Eclectic System, we are able, at the close of the school year, to report the work accomplished as entirely satisfactory, with prospects of still better results for the ensuing year. Not only were the final examinations gratifying, but evidences of progress appear in the regular school exercises of the pupils.

During the year a general selection of the work of this department was exhibited at the New Orleans Exposition. Our exhibit attracted such attention as to be delivered, upon special request, to the French Commissioner, for deposit in the Paris Pedagogical Museum.

The generous encouragement extended by the Board of Education, and particularly by the Committee on Special Studies, your own valuable advice and assistance, the active aid of principals and teachers, and the faithful exertions of the special teachers of Drawing, have combined to increase the effectiveness of this department of the Public Schools, and to extend its usefulness.

Respectfully submitted,

CHRISTINA SULLIVAN,

Superintendent of Drawing.

REPORT OF PROF. A. E. BURNETT, SUPERINTENDENT OF PENMANSHIP.

John B. Peaslee, Superintendent of Schools:

I have the honor to present to you this my fifteenth annual report. That the subject of Penmanship as a branch of education is slighted and slurred in the majority of the large school systems of this country, is a patent fact to those who will investigate the same on the ground, or patiently digest the school reports of the country.

Every text-book that is attempted to be introduced into the schools is generally heralded as supplying "a long-felt want." Every crotchet on the subject of Penmanship evolved from the brains of would-be reformers is always given a profound consideration by the educators of this country, and in too many cases considered by them to meet a long-felt want.

With all due respect to the *literati*, and with a profound respect for the rank and file of educators, I must say candidly that the subject of Penmanship in

the Public Schools of this country is generally mismanaged, and does not receive the time, money, or attention that its merits demand. Perhaps in the school system of Cincinnati we are doing as much as prescribed limits will permit. Certain it is, that when the result of our efforts have been placed in comparison with the work of the school systems of other cities, we have always received the highest encomiums, and been awarded the first prize in every instance.

I recommend that the subject of Book-keeping be introduced into Grade A, Intermediate Schools. Why is it that the study of Book-keeping is deferred until our pupils enter the A Grade of the High Schools? Many will have occasion to use it in the practical affairs of life who will not have the opportunity of studying the subject in the High Schools. Why not, then, introduce it into the Intermediate Schools?

For the courtesy and encouragement extended by you and the members of the Committee on Special Studies, and the hearty co-operation of my assistants, the principals and regular teachers, I am grateful.

Respectfully submitted,

A. E. BURNETT, SEN.,

Superintendent of Penmanship.

REPORT OF PROF. G. F. JUNKERMANN, SUPERINTENDENT OF MUSIC.

John B. Peaslee, Superintendent of Schools:

The last school year, 1884-5, will be long remembered by me for the following occurrences, namely: The sickness, and consequent absence, and death of one of the best music teachers Cincinnati ever had—Professor Henry J. Brunselbach—and the number of public performances given by the pupils and music teachers of our schools. The concerts for the Cincinnati Industrial Exposition, which took place at the beginning of the school year, in September, reflected creditably upon the efficient and thorough work that is being done by our corps of music teachers.

The singing at the Memorial Exercises held at Music Hall in honor of our "Illustrious Dead" came near being a failure on account of the comparatively small number of pupils that took part; for, instead of six hundred, as we expected, there were less than two hundred; and a chorus of that size is not large enough to be effective in the "Great Music Hall." However, those who were there sang excellently, and deserve great credit for voluntarily coming on so stormy a night.

The Commencement Exercises of the Normal, Gaines, and the Woodward and Hughes High Schools were enjoyed by all, and were a grand success, musically

considered, as the members of the Philharmonic Orchestra, who assisted the Music Teachers' Orchestra, have certified.

As a matter of course, the absence of Professor Brusselbach showed a falling off in the percentages at the semi-annual examinations. It gives me pleasure, however, to say that Mr. Otto Williams, who was substituted for Professor Brusselbach, showed himself to be very able, and endeared himself to the pupils with whom he came in contact by his pleasant disposition and winning ways. There were several schools in which all the classes of the different grades were found perfect at the examinations, which consisted of sight singing and of song and exercise singing.

I regret that I was not invited to appear before the Committee on Course of Study and Examinations, to set forth my reasons for desiring an examination in the theory, or rather the rudiments, of Music, and counting it in with the other studies for transfer. The revised book contains questions and answers in the rudiments of Music; and if questions in Arithmetic, Grammar, and Geography can be per-cented, why can not questions in Music like these be? In what key is this exercise or song? What two keys have three flats for signature? What are the names of these notes? Where is the accent in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{3}{8}$, $\frac{6}{8}$, $\frac{9}{8}$, $\frac{12}{8}$ time? I close with a quotation from Luther:

"Music is a discipline, a mistress of order and good manners; she makes the people milder and gentler, more moral and more reasonable. The youth must always be accustomed to this art, for it makes good and virtuous citizens."

DEAF-MUTE SCHOOL.

The number of pupils who entered this school during the past year was thirty-two—twenty boys and twelve girls—and the average number in attendance was twenty-eight, showing that most of those who entered remained during the entire year. This was owing to the excellent instruction given by the Principal, Professor A. F. Wood, and by his assistant, Miss Carrie Fessenbach, both of whom are superior teachers. The instruction is given in the sign language.

COLORED SCHOOLS.

There are five District Schools, four Intermediate (Grammar), and one High School for colored youths.

The number of pupils enrolled the past year was:

High School.....	75
Intermediate Schools.....	180
District Schools.....	1,107
	<hr/>
Total	1,362

There was an increase of 9 in the enrollment of the High School, but a decrease of 14 in that of the Intermediate Schools, and of 20 in that of the District Schools, making a total decrease in all the schools of 25 pupils.

German has been taught for years in the High School grades of the colored schools, but no attempt was made till last spring to teach the German language in the lower grades. In April last Prof. Peter H. Clark, Principal of Gaines High School, requested his German assistant, Prof. Constantine Grebner, to try the experiment of teaching the language to fourth year pupils. In his report to Principal Clark, Prof. Grebner says: "In pursuance of your wish, I have, since April 1st, given instruction in German to E Grade. Not more than a half hour daily could be devoted to the work, and, since the purpose of the same was chiefly to test the aptitude and the willingness of the children in regard to the study of German, the time so employed was sufficient to show that the class in general possessed those requirements so indispensable for success in a high degree. All the pupils who, according to the records of the regular teacher of that grade are good in the English branches, have also done well in German, not a few of them excellently, and they would not stand below any German class of their grade in any District

School of the city, time and means of study being equal. Since it must be supposed that, as a whole, the material of all classes in all colored schools of the city differs not essentially from that of this class, I am fully convinced, therefore, that German could be taught successfully to colored children, and they be made thereby participants of the benefits accruing from the knowledge of that language, provided such teaching be, as to time and method, up to the standard of that in other schools of the city."

The following is a list of the graduates of Gaines High School for 1885, arranged in the order of their standing as scholars:

- | | |
|------------------------|---------------------|
| 1. Edward E. Minnes. | 4. Martha Richards. |
| 2. William H. Fossett. | 5. Erminie H. Bell. |
| 3. M. Leontine Troy. | 6. Joseph M. Moore. |
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HIGH SCHOOLS.

Within the past year there were enrolled in Hughes High School 352 girls and 219 boys; in Woodward High School, 293 girls and 340 boys—a total enrollment of 1,204 students. Of these, 49 boys and 73 girls—122 students—were graduated. Whole number of students who have been graduated from both High Schools, 882 boys and 1,077 girls—total, 1,959.

REPORT OF PRINCIPAL E. W. COY, OF HUGHES HIGH SCHOOL.

To the Union Board of High Schools:

GENTLEMEN—I herewith submit my report of the Hughes High School for the year 1884-5.

The more successfully the work of a school like ours is done, the less that is striking and extraordinary is found to be recorded in its history from year to year. The best results in school are generally accomplished quietly, and may not be fully apparent until years have passed away. The growth of mind and character is necessarily slow, and the agencies by which this growth is best

assured are not of such a nature as to arrest the attention or make a very vivid impression upon the casual observer.

Some minor changes were made in the Course of Study at the beginning of the year, but it is not possible to judge accurately of the effect of these changes until they have had a longer trial. The same may be said of the plan of admitting to the school without examination those pupils who have attained a high standing in the lower schools. Our experience for the past year has shown that several of these pupils have failed to maintain the high rank with which they entered, and have dropped into lower classes; while one even failed to pass to the C Grade at the close of the year. Still, no serious ground of objection to the plan has been developed.

A very large proportion of the failures in the first year of the High School is due to the lack of self-reliance, on the part of the pupils, in the work assigned them. When the child enters the lowest grade of the Primary School, it is almost entirely dependent upon the teacher for whatever progress it may make. As it advances year by year, it should gain more and more ability to depend upon itself in its school work; and by the time it reaches the High School it should have developed, in large measure, the power of independent effort. Judicious assistance and guidance must still be given, but it is not to be expected that the pupil will sit passively down and wait for the teacher to fill him with the requisite amount of knowledge to enable him to pass on to a higher grade. The best teaching is that which tends to render the teacher unnecessary by fitting the pupil to carry on his education for himself. The graduate of the High School has gained from his course little that is of real value if he has not acquired the power to think and act for himself. But a large part of every entering class is notably deficient in the ability to perform any task assigned that requires study and the exercise of the reasoning faculty. They seem at first to take it for granted that the thinking is to be done by the teacher, and that their part is to repeat the words that are given them. In this they are sufficiently expert. This state of things is, to a great extent, a result—and perhaps a necessary result—of the system. The energies of the pupils are devoted to the preparation for passing an examination at the close of the year for admission to the next higher grade. The course of study over which they are to pass is very definitely marked out, and the questions for examination are strictly confined within the prescribed limits. The average boy or girl will choose to prepare for this examination in the way that will require the least mental effort. With very many, that way seems to be to commit to memory and repeat forms of expression, rather than to go through with the reasoning processes that the work would properly demand. No one, I think, can examine the papers of the candidates for admission to our High Schools from year to

year without being convinced that the preparation for examination has, in large part, been made in precisely the manner I have indicated. With a course of study thus definitely laid out, and with examination questions carefully confined to the work of the course, a skillful teacher, after a little experience, could almost prepare an inanimate machine to answer a sufficient number of questions to entitle it to admission to the High School. The only remedy within the reach of this Board is to make the examination for admission more largely a test of the mental power of the applicant, and less of a test of his memory and mechanical skill; more of a test of his ability to think, and less of a test of his ability to repeat what he has learned.

Again, the studies that have occupied the time and attention of the pupils before reaching the High Schools may be divided into two quite distinct groups or classes—the one comprising those subjects that are especially adapted to cultivate the judgment and the reasoning, and the other comprising those adapted chiefly to give exercise to the memory and to impart manual dexterity. In the former class would be placed Grammar and Arithmetic, and in the latter Spelling, Reading (considered as an elocutionary exercise), Writing, Drawing, and Geography. All of these subjects are useful and necessary, and have very properly been given a place in the Course of Study; but it is through the former group that the thinking power of the pupil can be best tested, and hence his fitness to do the work of the High School best determined. Under our present arrangement these two groups of subjects are given equal weight in the examination for admission, although your Board, in recognition of their relative importance, has wisely established a minimum in Arithmetic and Grammar that must be reached by all candidates before they can be admitted. Still it is, to say the least, questionable whether those studies that afford the best preparation for our work, and that furnish the best means for testing the working ability of the pupil, should not be given the greater weight in the entrance examination.

During the past year a type-writer has been placed in my office at the school, and those students who could use it without interference with their regular studies have been permitted to do so. The instrument was purchased in part by contributions from those who wished to use it, and in part by an appropriation from our little library fund. Several boys, and a still larger number of girls, have availed themselves of this opportunity to learn to use the type-writer. Mr. Bromwell has also given instruction in short-hand, free of charge, to a class that has met him from week to week after school hours. It has seemed to me that it might be possible, and perhaps desirable, to make a place in our Courses of Study for some of those branches that would be of immediate practical value in earning a living. Many of our pupils come from families

that have made heavy sacrifices in order to give their children an education, and it is of great importance to them that they should, if possible, leave school prepared to do something for themselves at once. The boys who are graduated from the High School are scarcely ever in want of employment, but many of the girls are not so fortunate. Teaching is about the only vocation that they are prepared to enter, and that is already full to overflowing. If they could leave school with a knowledge of type-writing and short-hand, with a fuller course in Commercial Arithmetic, and, perhaps, in Book-keeping, with a good knowledge of business forms, and with the ability to perform simple arithmetical operations with rapidity and accuracy, and, it may be, with a more extended course in Drawing for those showing an aptitude for it, many might find employment who are now compelled to remain idle. I believe the matter is worthy of the careful consideration of your Board.

At the beginning of the present school year Miss Hannah C. Smith resigned her position in our school. Miss Smith had taught with us for six years, and had proven a very faithful and efficient teacher. Miss Anna M. Goodloe was appointed as her successor.

The Sinton Medals were awarded as follows:

The Gold Medal to Max Winkler.

The Silver Medal to Mary B. Furness.

The following is the list of the graduating class, arranged in the order of their standing:

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|------------------------------|-----------------------------|
| 1. Max Winkler. | 18. Edwin R. Beall. |
| 2. Mary B. Furness. | 19. Evelyn M. Prichard. |
| 3. Camilla McGuire. | 20. Isabella Best. |
| 4. Ellis Guy Kinkead. | 21. Kate Meredith Williams. |
| 5. Etta Iva Anthony. | 22. Leah Fletcher. |
| 6. Ella G. Hunt. | 23. Cordelia E. Musekamp. |
| 7. Rosalia Strasburg. | 24. Rudolph Grossman. |
| 8. Emeline C. Fox. | 25. Henry Clay Hochstadter. |
| 9. Katherine Strong Mulford. | 26. Mary E. Goode. |
| 10. Emma Townley. | 27. Josephine W. Marsh. |
| 11. Agnes Purcell Rhodes. | 28. Pauline Jacobson. |
| 12. Eva Herbst. | 29. Moses Gries. |
| 13. Mary Hastie. | 30. Carrie Allen. |
| 14. Fannie Agnes Closson. | 31. Hattie V. Williams. |
| 15. Mabel Young. | 32. Mary L. Murray. |
| 16. Frank E. Brown. | 33. Irwin J. Smith. |
| 17. Linnetta E. Hannaford. | 34. Charles Levi. |

- | | |
|-----------------------------|---------------------------------|
| 35. Bertha Keeler. | 51. Nancy C. Holden. |
| 36. Jacob Frank. | 52. Harry H. Lowenstein. |
| 37. Olga Jacobson. | 53. Winnifred E. Barnes. |
| 38. Ella Florence Scarvell. | 54. Alfred Hobsman. |
| 39. Alice Maud Cady. | 55. Sarah Fleischman. |
| 40. Kate A. Russell. | 56. Edward M. Marks. |
| 41. Kate S. Schmittheuner. | 57. Julia Marks. |
| 42. Ida B. Tobias. | 58. Morton L. Adler. |
| 43. Chas. Wm. Lefler. | 59. Leah Block. |
| 44. Anna M. Steckel. | 60. Katherine F. Shannon. |
| 45. Bertha Bohlender. | 61. Jeannette Cox. |
| 46. Herman E. Newman. | 62. Chas. A. Ahlborn. |
| 47. Mary Emma Troxell. | 63. D. Thew Wright, Jr. |
| 48. Fannie L. Parker. | 64. Benj. K. Kaufman. |
| 49. Nicholas P. Smith. | 65. Norbert Herman Heinsheimer. |
| 50. Isidor Hellman. | |

Respectfully submitted,

E. W. COY,

Principal Hughes High School.

REPORT OF PRINCIPAL G. W. HARPER.

To the Union Board of High Schools:

GENTLEMEN—Permit me to submit the following report of the condition and history of the Woodward High School for the school year ending June, 1885:

The changes made in the course of study at the beginning of the year have been tested in the D Grade, and have so far proved satisfactory. Those proposed for the C Grade can not be tried till next year. Any changes which reduce the number of studies to within reasonable limits can not but prove beneficial. Where so many studies are pursued simultaneously, it becomes necessary to arrange the programme of classes so that the pupils will not have too many lessons on the same day, a difficulty that can not always be obviated in a large school. Some of the studies will necessarily be interrupted with intervals of several days, which breaks up that continuity of thought and work so necessary to the thorough completion of any subject.

Owing to the large increase in the number of pupils in the Chemistry classes of late years, the accommodations for this department were found inadequate, so that it became necessary to fit up an additional room in the basement for laboratory work.

Effective teaching implies attention on the part of the pupil, and the attention of the pupil can not be maintained unless he is interested in the subject

taught; hence those appliances which help to make a study interesting to the student, such as physical and chemical apparatus, reference books, wall maps, and cabinets of specimens, become necessary adjuncts to a successful school. Our school library is of incalculable benefit to our pupils. It is not so large but that with slight assistance from the teacher the pupil can readily find the needed information. Like a private library, it is always handy and accessible, and thus meets the daily wants of our school better than our public library. A great public library is a necessity to great scholars, but the very number and variety of volumes on any one subject bewilders the young student, and sometimes leads to literary dissipation.

In the department of Science the work of the class-room has been greatly facilitated, and a new interest awakened in these subjects, by the free admission of our students at all times to the large collections of the Cincinnati Society of Natural History and to the courses of lectures given under the auspices of that institution.

At the beginning of the school year, Lucy B. Tingley and Lottie E. Leopold resigned their positions as teachers in Woodward, and the places made vacant were promptly filled by the appointment of Maggie W. Mosbaugh and Emma R. Johnston. A few weeks later, by the resignation of Mr. H. H. Fick, the drawing classes were left without a teacher until the appointment of his successor, Christina I. Sullivan. On the 24th of December, Sarah C. Stubbs and Mary Clarke resigned, and were succeeded by Adelaide Stubbs and Alice Harton, making in all five resignations of teachers within the period of four months. This school has never before been called to pass through the ordeal of so many changes in the corps of teachers, and in so short a time. The fact that the school work has moved on with so little apparent interruption is due in a great degree to the ability and fitness of the new teachers, who have already, by their efficiency in their several departments, verified the wisdom of the Board in their appointment.

In the early part of the year the school lost by death the janitor, John Niemann, who has held the position during the past thirty-six years. In all these years he was not only faithful to his trust, but, by his kindly disposition, has embalmed his memory in the hearts of both teachers and students.

The Sinton Medals, given for the best general scholarship, were awarded as follows:

Gold Medal to Emily Grace Gibson.

Silver Medal to Irving Babbitt.

The Woodward Alumna Medals, given for superior excellence in mathematics:

Silver Medal to Emily Grace Gibson.

Silver Medal to Jacob Carl Danziger.

The following is the roll of graduates, arranged according to rank :

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|----------------------------|------------------------------|
| 1. Emily Grace Gibson. | 30. Minnie P. Nicholson. |
| 2. Irving Babbitt. | 31. Arthur Henshaw. |
| 3. Rosamond E. Espach. | 32. Ruth Ella Hall. |
| 4. Wm. Osgood Mussey. | 33. S. Pendleton Kramer. |
| 5. Lillie Southgate. | 34. Louisa H. Jennert. |
| 6. Emma M. Brand. | 35. Louis Christian Cordes. |
| 7. James W. Dale. | 36. Arthur E. Heinsheimer. |
| 8. Jacob Carl Danziger. | 37. Edward Wm. Jung. |
| 9. Charles R. Holterhoff. | 38. Carrie M. Belser. |
| 10. Therese Mayer. | 39. Nettie E. Sheen. |
| 11. Mary Louise Johnston. | 40. Nettie Hatmaker. |
| 12. Bessie Palmer Wayne. | 41. Stella C. Cochnower. |
| 13. Mozes B. Hazeltine. | 42. Emma Ella Bramble. |
| 14. Florence M. Broadwell. | 43. Anna C. Doepke. |
| 15. Emma B. Langenbeck. | 44. Leverett L. Hull. |
| 16. Alfred P. Butterworth. | 45. Christ. Adams Gano. |
| 17. Carrie Herrlinger. | 46. Louise Brennan. |
| 18. Harry T. Smith. | 47. Robert Henshaw. |
| 19. Otto Meininger. | 48. Jarvis H. Miller. |
| 20. Anna B. Jones. | 49. Ada Emma Laneman. |
| 21. James Morton Boyd. | 50. Emma Swain Folger. |
| 22. Alice Williams. | 51. Magdalene Fieber. |
| 23. H. A. Julius Floto. | 52. Daniel Brownlee. |
| 24. Annie M. Helman. | 53. Ida W. Liebenstein. |
| 25. Lily Emily Fogwell. | 54. Marie Hablitzel. |
| 26. Callie King Walls. | 55. Eliza T. Moore. |
| 27. Edward Duckwall. | 56. William Howard Phillips. |
| 28. Sara Eleanor Richards. | 57. Eugene Robert Bailey. |
| 29. Isabelle H. Voorhees. | |

Respectfully submitted,

GEO. W. HARPER,
Principal of Woodward High School.

NORMAL SCHOOL.

Previous to the opening of the Normal School last year, the Board of Education elected Mrs. Caroline Newhall Lathrop (who had been for years a critic teacher in the Practice Department) Principal of the School, and transferred Miss Agnes L. Brown, of the Twenty-seventh District School, to Mrs. Lathrop's former position. The Board also gave Mrs. Johanna Huesing, the German critic teacher, charge of the entire German Department. By these changes the cost of conducting the school has been materially lessened, while the instruction given in all the departments is worthy of favorable notice. In the interval between the resignations of Dr. Mickleborough as Principal, and of Dr. Klemm as First German Assistant, and the election of Mrs. Lathrop and Mrs. Huesing to their places, it was feared that the school would be abolished. Gentlemen of the Board, it is fortunate for the schools of Cincinnati that this was not done. The abolishment of the Normal School would be a step backward, which Cincinnati can not afford to take; her schools stand too high; and if that time ever does come, from that moment the high standing of the Public School system of our city will begin to decline. A good Normal School is a necessity in a great educational system like ours.

The following is the report of the Principal, Mrs. Lathrop:

CINCINNATI, O., August, 1885.

To the Committee on Normal School, and Superintendent of Schools:

GENTLEMEN—I herewith submit my report of the Cincinnati Normal School for the seventeenth session, ending June 18, 1885. Although at the close of the previous year the school had a severe struggle for existence, superior wisdom prevailed, and it has seemed to take a new lease upon life. I trust that, with its renewed vitality, it may demonstrate its usefulness, and prove to the Board of Education that they have decided wisely and well. That the decision of the Board is approved by the community generally is made evident by the congratulations received from many of the best people of the city; and, indeed, at

my attendance upon the National Educational Association in July, I found that the school is watched with interest by some of the most prominent educators of the country.

To those who objected to the school on the score of expense, I would say that it has been conducted on strictly economical principles. The compensation of the Principal has been lower than that heretofore paid; the salary of each critic teacher is a saving to the city; the departments of Theory and Practice in German have been united at a great reduction; and the school has not suffered—in fact, it has increased its reputation.

Then, too, in the Normal School the young person learns how to teach, and receives no compensation; while, were the school not in existence, each young teacher the first year would be learning to teach, and at the same time be paid by the city four hundred dollars. So important is the training of teachers considered that, in the best colleges, Chairs of Pedagogy are being established. Johns Hopkins University, Michigan University, Harvard College, and many others, have them. Thus the Board of Education may congratulate themselves that they have continued an institution which is of so much practical benefit to the whole system of Public Schools.

The only new appointment made was that of Miss Agnes L. Brown as critic teacher, an office which she has filled ably.

Of the number who entered, forty-one were graduates of our High Schools, one a graduate of the Cincinnati University, and three graduates of other institutions.

While among any number of students all can not be equally gifted or proficient, it shall be my desire to elevate the standard for graduation, and to have diplomas bestowed only upon those who show a proper degree of ability both in the Theory and the Practice of Teaching; for, if the Normal School is to maintain an honorable reputation, in no better way can it be accomplished than through its graduates, who should be its worthy representatives.

During the year a number of our eminent men have visited our school, and have given us the benefit of their experience. The subjects of their lectures were as follows:

Dr. Thaddeus A. Reamy.....	"Contagious Diseases."
General Edward F. Noyes	"Whittier."
Professor Joseph F. James	"Botany."
Mr. J. H. Chas. Smith.....	"Ohio School Laws and Legal Rights of Women."
Dr. John B. Peaslee.....	"Ohio History."
Dr. Emerson E. White.....	"Philosophy of Education."
Dr. Dan Millikin.....	"Automatism."
Prof. James E. Murdoch.....	Readings from Shakespeare, Whittier, etc.
Ex-Governor Jacob D. Cox.....	"Importance of Normal School Training."

Not only were the addresses instructive and interesting, but the presence of such lecturers among us has been a source of encouragement; and it is a significant fact that these gentlemen—all of them of ripe experience and culture—consider the Normal School worthy of their regard, and have complimented us upon the excellence of the work done. I take this opportunity to return our thanks.

In conclusion, let me thank the members of the Committee on Normal School—both those gentlemen whose terms expired in April, and also the present members—for their hearty co-operation and uniform courtesy in all my intercourse with them. There are likewise many gentlemen of the Board who, though bound by no obligations as members of our committee, have yet aided us by their interest and kindness.

To you, Mr. Superintendent, I must express my appreciation of your efforts in behalf of the school. Your advice and aid have been not only an encouragement, but of much practical benefit to the class.

Respectfully submitted,

CARRIE NEWHALL LATHROP,
Principal of Normal School.

Statistics of Normal School.

Number of students entered—English	42
Number of students entered—German	16
Total enrollment for the year	58
Number graduated June—English	33
Number graduated June—German.....	12
Total graduated	45
Admitted on diplomas from Cincinnati High School—English.....	32
Admitted on diplomas from Cincinnati High School—German	9
Admitted on diplomas from Cincinnati University—English.....	1
Admitted graduates from other institutions on examination—English.....	3
Admitted graduates from other institutions on examination—German	0
Admitted on examination (not graduates)—English	3
Admitted on examination (not graduates)—German	4
Number remaining from class of 1884—English	3
Number remaining from class of 1884—German	3
Total admitted.....	58
Average age	19
Number graduated since organization, September, 1868—English	591
Number graduated since organization, September, 1868—German.....	179
Total number of graduates, English and German	770

List of Graduates, June, 1885.**ENGLISH DEPARTMENT.**

Mollie Baker,	Margaret Mack,
Lydia Barr,	Lillie McDonald,
Eva May Bender,	Cora T. Millard,
Dora A. Bankhardt,	Emma F. McLean,
Grace Coney,	Julie C. O'Hara,
Mollie Carroll,	Susan Robson,
Kate Louise Collins,	Edith Roseboom,
Dora Center,	Ella Strobel,
Emily Dyer,	Jessie Shepard,
Edith M. Diehl,	Mattie I. Sankey,
Hattie M. Fearnley,	Elizabeth L. Stanley,
Lillie Horstmann,	Libbie Tye,
Fannie Kohnky,	Minnie Warwick,
Nellie King,	Mamie Walker,
Mamie Littster,	Stella Williams,
Etta L. McCorkle,	Luella Webb.
Alice J. McKenzie,	

GERMAN DEPARTMENT.

Emma Burland,	Anna Guentter,
Louisa Busch,	Emma Kraus,
Pauline J. Bechmann,	Emma S. Meinhardt,
Rosa Dehner,	Matilda A. Oetjen,
Kate Deckebach,	Olga E. Schneider,
Minnie Doppler,	Emma Woche.

UNIVERSITY OF CINCINNATI.

"Too much prominence can not be given to the fact that the University is an integral part of the city system of higher education. The Technological Course in the High Schools is a direct preparation for the University Courses in Engineering and in Science. The High School College Course is a direct preparation for the University Course in Arts. The General Course in the High Schools (at least that side of it which includes Latin, French, and Mathematics) is a direct preparation for the University Course in Letters. Furthermore, instruction in the University, as in the High Schools, is free to all city residents. Even necessary expenses, such as laboratory fees, are reduced to the lowest practicable limits. It is believed that no other large city in the country holds out to its citizens such generous and ample means of perfecting themselves in all that pertains to a liberal education. There is not a family in the municipality that may not educate its sons and its daughters thoroughly, without charge, at every stage from childhood to manhood and womanhood. It is hoped that in time, after the advantages extended by the University have been more fully recognized and appreciated, the citizens of Cincinnati will regard it as an indispensable part of their daily intellectual life." — GEN. HUNT, President University Board.

Degrees.

The University offers the following undergraduate courses of study of four years each :

1. A Classical Course, leading to the degree of Bachelor of Arts.
2. A Course in Letters, leading to the degree of Bachelor of Letters.

3. Four Courses in Science, each leading to the degree of Bachelor of Science.

4. A Course in Civil Engineering, leading to the degree of Civil Engineer.

COURSE FOR THE DEGREE OF BACHELOR OF ARTS.

Applicants for admission will be examined as follows;

Latin: Cæsar, first four books; Cicero, six orations, including the four against Catiline; Virgil, first six books of the *Æneid*; Allen's Introduction to Latin Prose Composition, First Part (or an equivalent); Prosody; Translation at sight.

Greek: Xenophon's *Anabasis*, four books; Homer's *Iliad*, three books, with the Prosody; Greek Grammar; Jones' Greek Prose Composition (or an equivalent); Translation at sight of any of the less difficult passages in the *Anabasis*.

Mathematics: Arithmetic; Algebra, through Permutations and Combinations; Geometry, Plane and Solid (complete); Plane Trigonometry.

English Language and Composition.

COURSE FOR THE DEGREE OF BACHELOR OF LETTERS.

Applicants for admission will be examined as follows:

Latin: Same as for Classical Course.

Mathematics: Same as for Classical Course, Trigonometry excepted.

French: The full High School Course of three years, or its equivalent.

English Language and Composition.

COURSES FOR THE DEGREE OF BACHELOR OF SCIENCE.

Applicants for admission will be examined as follows:

Mathematics: Arithmetic; Algebra, through Permutations and Combinations; Geometry, Plane and Solid; Trigonometry, Plane and Spherical.

Chemistry: The elements of Inorganic Chemistry.

Elementary Physics.

French (or German): Same as for Course in Letters. For the present, an equivalent amount of Latin will be accepted in lieu of French or German.

English Language and Composition.

COURSE FOR THE DEGREE OF CIVIL ENGINEER.

Requirements for admission, same as for Scientific Course.

Special Students.

Persons not desiring to study for a degree may be entered in any of the University classes, subject to the following regulations:

The applicant must pass the full entrance examination for admission to some one of the University courses leading to a degree, and must give satisfactory evidence of ability to pursue the studies of those classes that he may wish to join.

Post-Graduate Course of Study.

The University offers facilities for post-graduate study in nearly all of its departments. Besides the degrees mentioned above, persons properly qualified may receive the further diplomas of Master of Arts, Master of Letters, Master of Science, and Doctor of Philosophy.

The degree of Master of Arts is open to Bachelors of Arts, and the degree of Master of Letters to Bachelors of Letters, of the University of Cincinnati, and to such other Bachelors of Arts or Letters as shall satisfy the Academic Faculty that they have received an equivalent training.

The degree of Master of Science is open to Bachelors of Science and Civil Engineers of the University of Cincinnati, and to other Bachelors of Science, upon terms similar to those indicated in the preceding paragraph.

The Faculty will recommend for the degree of Master of Arts, of Letters, or of Science, any candidate otherwise qualified, on the following conditions:

1. That, after having received the Bachelor's degree, he shall have pursued at this University, for not less than one year, a prescribed course of liberal study under the direction of the Faculty.
2. That he shall have passed a satisfactory examination upon the course of study pursued.
3. That he shall have presented a satisfactory thesis.

The degree of Doctor of Philosophy is open to graduates of the University of Cincinnati, and to other Bachelors of Arts, Letters, Philosophy, or Science, upon the following conditions:

1. The candidate must study for at least two full academic years, under the direction and supervision of the Faculty.
2. He must pass an examination and submit a dissertation embodying the results of his original investigations.
3. The subjects selected for study and dissertation must come within the province of this Faculty, viz.: Higher Mathematics, Analytical Mechanics, and Mathematical Physics [Subdivisions of the above]; Logic, Psychology [Ethics]; Germanic Philology, Anglo-Saxon [English Literature]; Arabic [Latin]; Greek [Sanskrit]; Experimental and Mathematical Physics [Experimental Physics], in connection with the Mathematical department; General Chemistry [Organic, Technological, Analytic Chemistry]. Minor topics are in brackets.
4. The candidates must select from the above list one major subject and at least one minor.

In general, it is hereby distinctly announced that the degree will not be granted for any specified term of routine work, but solely for merit. In every case the candidate must satisfy the Faculty of his capacity for extensive and careful reading, and for original research.

Faculty and Instructors.

President—JACOB DOLSON COX, A. M., LL.D.

* HENRY TURNER EDDY, A. M., C. E., Ph. D.
Professor of Mathematics and Civil Engineering, and of Astronomy.

WAYLAND RICHARDSON BENEDICT, A. M.
Professor of Philosophy.

JAMES MORGAN HART, A. M., LL.D.
Professor of Modern Languages and Literatures.

EDWARD WYLLYS HYDE, C. E.
Professor of Mathematics and Instructor in Civil Engineering.

WILLIAM OLIVER SPROULL, A. M., Ph. D.
Professor of the Latin Language and Literature, and of Arabic.

JOHN MOORE LEONARD, A. M., Ph. D.
Professor of Greek and Comparative Philology.

CHARLES FREDERICK SEYBOLD, A. B., LL.B.
Assistant Professor of Modern Languages.

THOMAS FRENCH, JR., A. M., Ph. D.
Professor of Physics.

THOMAS HERBERT NORTON, A. M., Ph. D.
Professor of Chemistry.

CHARLES HENRY GILBERT, M. S., Ph. D.
Professor of Natural History.

JOHN BONSALE PORTER, E. M., Ph. D.
Instructor in Metallurgy and Mining.

JERMAIN GILDERSLEEVE PORTER, A. M.
Astronomer at the Observatory.

HERBERT COUPER WILSON, B. A.
Assistant at the Observatory.

* Dean and Executive Officer, 1884-5.

Commencement Exercises.

The Eighth Annual Commencement Exercises of the University were held at the Odeon, at the close of the session, in June. Rev. Howard A. Johnston, a member of the first graduating class, delivered the Baccalaureate Address, and the newly-elected President, General J. D. Cox, delivered his Inaugural Address, after which the Academic Degrees were conferred and Normal Diplomas awarded by General Samuel F. Hunt, President of the University Board.

ACADEMIC DEGREES.

Bachelor of Letters:

MISS AMANDA FRANK. Thesis: *The Legend of Tristan and Isolde.*

MISS MARGARET NETTIE OSKAMP. Thesis: *The Atomic Theory of Lucretius.*

Bachelor of Arts:

MR. TOBIAS SCHANFARBER. Thesis: *The Utilitarianism of John Stuart Mill.*

MR. JOHN HERMAN WESTENHOFF. Thesis: *Homer and His Poems.*

Bachelor of Science:

MR. HERMAN SCHMIDT. Thesis: *Observations on Iodine Titration and the Use of Acid Tungstates for Alkalimetry.*

NORMAL DIPLOMAS.

MISS EMILY MARTHA BLOCH. Thesis: *Cicero, De Natura Deorum.*

MISS ELIZABETH ANTOINETTE ELY. Thesis: *The Making and Training of Teachers.*

MISS FLORENCE SPIEGEL. Thesis: *Pestalozzi.*

THE AIKEN BUST.

On the 15th of November, 1884, exercises were held in Music Hall in memory of Professor Charles Aiken, the first Superintendent of Music in the Cincinnati Public Schools. The exercises consisted of music by Currier's Band, who generously volunteered for the occasion; of an invocation by Rev. George Milton Hammell; of the Memorial Address, delivered by Principal Noble K. Royse, of the Sixth District School; and of unveiling the Bust of Professor Aiken in the vestibule of Music Hall, where it is permanently located.

The Aiken Monument consists of a pedestal of variegated Tennessee marble in the form of a lyre, resting upon a granite base, and surmounted by a bust of white statuary marble a little larger than life size, the whole standing some nine feet in height. On each of the five chords of the face of the lyre-shaped pedestal is a letter of the name AIKEN, while on a silver plate upon the bronze railing that protects the monument is the inscription, "Father of Vocal Music in the Public Schools."

The monument is the work of Preston Powers, of Florence, Italy, son of the late Hiram Powers, and cost about \$1,100—a little more than one-half of which was contributed by the teachers of Cincinnati, and the remainder by former pupils of the deceased.

In Memoriam.

MR. W. T. DISNEY, a former Trustee of the Cincinnati Schools, and for many years Collector and Clerk of the University Board, died of consumption August 25, 1884. Mr. Disney was a faithful and conscientious officer, and rendered valuable service to the educational interests of this city.

PROFESSOR HENRY J. BRUSSELBACH, one of the ablest and best teachers of Music ever employed in our schools, died on the 27th day of April, 1885. Professor Brusselbach was born and brought up in Germany, and by training, education, and manners was eminently fitted for the position he long and faithfully filled.

MR. PHILIP J. FERGUSON, of the Eastern District Colored Schools, died of consumption July 14, 1885. Of Mr. Ferguson, Principal Parham, of the Eastern District, says:

"Philip J. Ferguson was born in this city in the year 1852. He passed through every department of our schools, graduating from Gaines High School in its first class in the year 1870. In 1872 he was appointed a teacher in the Colored District Schools of this city, in which position he continued until the time of his death. Mr. Ferguson was a fine scholar, a faithful and successful teacher, and a Christian gentleman. His loss will be long felt by all who had the pleasure of knowing him."

MISS CAROLINE HABBERT, teacher of German in the Twenty-seventh District School, died of a tumor February 12, 1885. Miss Habbert was a lady of noble character, and a most excellent instructor.

MISS ELLA YOUNG, of the Twenty-fourth District School, died of consumption February 23, 1885. Miss Young was graduated from Woodward High School, and afterward from the Cincinnati Normal School. Of her, Principal Yowell, of the Twenty-fourth District, says:

"She was kindly disposed, easily approached, gentle in manners, and assiduous in her duties. She endeared herself not only to her associate teachers, but also to the children who came in daily contact with her example and teachings. Lovingly she executed her trust, and surely 'the love that surpasseth all others' will be her reward."

MISS TUISKA THEOBALD, teacher of English and German in the Sixth District School, died, after only a few hours' illness, of apoplexy, July 14, 1885. Of her, Principal Royse, of the Sixth District, says:

"Miss Tuiska Theobald was educated in the Public Schools of Cincinnati, having passed through the entire system with the highest standard of scholarship. She prepared herself for teaching in the Normal School of this city, passing through both the English and the German departments, and obtained from the Board of Examiners certificates to teach in both languages. Her first and only appointment was made in the Sixth District School. In diligent inquiry to ascertain her whole duty, and to prepare herself for a discharge of the same, none ever brought to bear upon her work a more scrupulous earnestness. Hers, too, was a remarkably mild, self-possessed, and amiable nature, which endeared her both to her pupils and to her associate teachers. Her life was as beautiful and complete as it was brief."

MISS EVA E. HAUFF, of the Sedamsville (Twenty-first District) School, died of consumption December 31, 1884. Miss Hauff, a graduate of Hughes High School and of the Cincinnati Normal School, was a faithful teacher, and exceedingly popular with her pupils.

CONCLUSION.

In concluding this my Eleventh Annual Report, I congratulate the Board of Education, Principals, and Teachers upon the progress made by the Public Schools during the past year, and thank all who have co-operated with me in my sincere endeavors to promote the highest interest of the schools.

Respectfully submitted,

JOHN B. PEASLEE,

Superintendent of Schools.

TABLE No. 1.—ACCOMPANYING SUPERINTENDENT'S REPORT.

Showing the Number of Teachers, Enrollment of Pupils, Average Daily Attendance, etc., for the Year Ending June 30, 1885.

SCHOOLS.	Number of Teachers.		MALES.						FEMALES.								
	Males	Females	No. Registered.....	No. Withdrawn....	No. Remaining....	Average Number Belonging.....	Average Daily Attendance.....	Average Daily Absence.....	Per Cent. of Daily Absence.....	No. Registered.....	No. Withdrawn....	No. Remaining....	Average Number Belonging.....	Average Daily Attendance.....	Average Daily Absence.....	Per Cent. of Daily Absence.....	
First District.....	2	20.5	608	113	495	505.	498.	16.	1.4	551	111	440	459.	450.	9.	1.9	
Second District.....	1.5	15.	483	119	364	373.	355.6	17.4	4.6	430	131	299	323.9	307.3	16.6	5.1	
Third District.....	2	13.	470	97	373	376.	355.	11.	3.	385	81	304	305.	294.	11.	3.	
Fourth District.....	1	6.	240	78	162	171.	161.3	9.7	5.6	243	66	177	179.7	168.9	10.8	6.1	
Fifth District.....	2	14.	441	127	314	335.5	325.2	10.3	3.	413	120	263	290.8	290.9	8.9	2.9	
Sixth District.....	2	23.	630	105	525	531.4	521.	10.4	2.2	576	104	472	482.	471.1	10.9	2.3	
Seventh District.....	2	15.5	504	90	414	408.2	395.4	12.8	3.2	461	108	353	348.9	336.	12.9	3.1	
Eighth District.....	2	21.	707	162	545	548.	528.3	19.7	6.	661	129	522	527.5	506.1	21.4	4.1	
Ninth District.....	2	13.	424	111	313	313.	307.	6.	1.9	381	107	274	279.	272.	7.	2.5	
Tenth District.....	2	19.	542	100	442	465.	458.	7.	1.6	474	96	378	387.	379.	8.	2.	
Eleventh District.....	3	23.	721	137	584	595.	579.	16.	2.7	763	187	576	603.	587.	16.	2.6	
Twelfth District.....	2	22.	681	183	498	526.	514.	12.	2.2	624	150	474	490.	474.	16.	3.2	
Thirteenth District.....	3	24.	785	154	631	639.5	627.3	12.2	1.9	688	152	536	554.5	542.	12.5	2.2	
Fourteenth District.....	2	19.	568	97	471	476.	468.	8.	1.7	510	111	429	435.	425.	10.	2.3	
Fifteenth District.....	4	20.	656	94	562	574.5	564.5	10.	1.7	617	120	497	523.8	513.	10.8	2.	
Sixteenth District.....	2	8.	323	76	247	247.	238.9	8.4	3.4	240	72	188	197.5	192.1	5.4	2.7	
Seventeenth District.....	2	7.	215	49	166	170.	163.1	6.9	4.1	215	48	167	165.	159.2	5.8	3.5	
Eighteenth District.....	0	12.	381	30	350	335.6	325.9	9.7	2.8	346	54	292	301.2	292.	9.2	3.	
Nineteenth District.....	2	6.	198	30	168	161.5	155.3	6.2	4.	190	40	150	139.1	132.7	6.4	4.8	
Twentieth District.....	2	21.	716	145	571	603.	594.	17.3	3.	615	122	493	501.	494.	7.	2.	
Twenty-first District.....	1	26.	754	144	610	589.5	572.2	19.	5.5	687	144	543	524.8	506.3	18.5	4.	
Twenty-second District.....	2	15.	529	99	430	409.	390.	13.	3.5	462	80	382	386.	352.	15.	4.1	
Twenty-third District.....	2	14.	423	85	338	358.	358.	5.5	1.9	407	73	336	337.	321.	6.6	2.4	
Twenty-fourth District.....	2	11.	388	85	303	292.9	287.4	5.5	1.6	318	67	263	277.6	271.	252.5	4.6	1.8
Twenty-fifth District.....	2	12.5	392	70	322	318.6	313.6	5.	1.6	318	67	251	257.1	252.5	4.6	1.8	
Twenty-sixth District.....	0.	11.	464	92	372	386.3	350.	16.3	4.4	458	100	358	360.4	343.8	16.6	4.6	

TABLE No. 1—CONTINUED.

SCHOOLS.	Number of Teachers.		MALES.						FEMALES.							
	Males.....	Females.....	No. Registered	No. Withdrawn....	No. Remaining....	Average Number Belonging.....	Average Daily Attendance.....	Average Daily Absence.....	Per Cent. of Daily Absence.	No. Registered....	No. Withdrawn....	No. Remaining....	Average Number Belonging.....	Average Daily Attendance.....	Average Daily Absence.....	Per Cent. of Daily Absence.....
Hughes High School.....	6.	8.	219	74	145	183.2	177.5	5.7	3.1	352	95	257	310.8	298.9	11.9	3.8
Woodward High School.....	6.	9.	340	80	260	297.8	292.2	5.6	1.9	293	45	248	264.6	259.1	5.5	2.2
Gaines High School.....	4.	0.	40	5	35	36.4	35.	1.4	3.8	35	7	28	31.7	29.8	1.9	5.9
High School Totals.....	16.	17.	599	159	440	517.4	504.7	12.7	2.9	680	147	533	607.1	587.8	19.3	4.
Normal School.....	0.	4.	.....	.....	.....	.....	.....	.....	.....	58	4	54	48.4	47.4	1.	2.
Deaf-Mute School.....	1.	1.	20	.....	20	18.9	18.5	.4	2.1	12	3	9	9.6	9.3	.3	3.1
Normal and Deaf-Mute Totals.....	1.	5.	20	.....	20	18.9	18.5	.4	2.1	70	7	63	58.	56.7	1.3	2.5
Music Teachers.....	8.	0.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Drawing Teachers.....	1.	4.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Penmanship Teachers.....	2.	1.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total Special Teachers.....	11.	5.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grand Totals.....	125.	581.	18,293	3,794	14,499	15,001.5	14,610.9	890.6	2.7	17,143	3,757	13,386	13,891.2	13,470.9	420.3	3.2

TABLE No. 1—CONTINUED.

SCHOOLS.	MALES AND FEMALES.					
	No. Registered....	No. Withdrawn ...	No. Remaining....	Average Number Belonging.....	Average Daily Attendance.....	Average Daily Absence.....
Per Cent. of Daily Absence.....						
First District.....	1,159	224	935	964.	948.	16.
Second District.....	913	250	663	696.9	662.9	34.
Third District.....	855	178	677	671.	649.	22.
Fourth District.....	483	144	339	330.7	330.2	20.5
Fifth District.....	854	247	607	635.3	616.1	19.3
Sixth District.....	1,206	209	997	1,013.4	982.1	21.3
Seventh District.....	965	198	767	757.1	731.4	25.7
Eighth District.....	1,368	251	1,077	1,075.5	1,064.4	41.1
Ninth District.....	802	218	584	592.	579.	13.
Tenth District.....	1,016	196	820	852.	837.	13.
Eleventh District.....	1,464	344	1,140	1,196.	1,166.	32.
Twelfth District.....	1,305	333	972	1,016.	988.	27.
Thirteenth District.....	1,473	306	1,167	1,194.	1,169.3	24.7
Fourteenth District.....	1,108	208	900	911.	893.	18.
Fifteenth District.....	1,273	214	1,059	1,096.3	1,077.5	20.8
Sixteenth District.....	583	145	438	444.8	431.	13.8
Seventeenth District.....	430	97	333	335.	322.3	12.7
Eighteenth District.....	727	45	682	636.8	617.9	18.9
Nineteenth District.....	388	70	318	300.6	288.	12.6
Twentieth District.....	1,331	267	1,064	1,104.	1,083.	16.
Twenty-first District.....	1,441	258	1,183	1,114.3	1,078.5	35.8
Twenty-second District.....	991	179	812	768.	731.	37.
Twenty-third District.....	530	86	444	438.	410.	25.
Twenty-fourth District.....	704	138	566	570.5	538.4	12.1
Twenty-fifth District.....	710	137	573	575.7	566.1	9.6
Twenty-sixth District.....	922	192	730	726.7	693.8	32.9
Twenty-seventh District.....	774	142	632	644.	636.	8.
Twenty-eighth District.....	931	161	770	769.	754.	15.

TABLE No. 1—CONTINUED.

SCHOOLS.	MALES AND FEMALES.						
	No. Registered	No. Withdrawn ...	No. Remaining....	Average Number Belonging.....	Average Daily Attendance.	Average Daily Absence	Per Cent. of Daily Absence
Mornington District.....	206	42	164	174.9	164.5	10.4	6.
East Colored District.....	513	140	373	390.6	383.9	6.7	1.6
West Colored District.....	549	185	364	377.6	366.7	10.9	2.8
Twenty-first Colored District.....	45	8	37	34.8	34.1	.7	.5
District Totals.....	28,339	5,955	22,384	22,730.5	22,098.	632.5	3.2
Intermediate Department 4th District.....	101	32	69	83.7	81.	2.7	3.2
Intermediate Department 16th District.....	291	68	223	250.4	242.4	8.	3.3
Intermediate Department 17th District.....	81	25	56	68.2	65.5	2.7	4.
Intermediate Department 18th District.....	137	30	107	118.9	115.7	3.2	2.
Intermediate Department 19th District.....	131	29	102	104.4	100.9	3.5	3.3
Intermediate Department 21st District.....	291	68	223	243.2	236.3	6.9	7.
Intermediate Department 22d District.....	342	69	273	298.	286.	13.	4.
Intermediate Department 24th District.....	254	51	183	207.9	204.2	3.7	3.6
Intermediate Department 25th District.....	143	28	120	133.7	132.5	1.2	3.
Intermediate Department 26th District.....	171	32	139	146.	140.	6.	4.1
Intermediate Department East Colored District.....	80	13	67	69.	68.5	.5	4.1
Intermediate Department West Colored District.....	100	31	69	81.8	78.8	3.5	4.3
Intermediate Department Mornington District.....	76	11	65	69.1	66.8	2.8	4.1
First Intermediate.....	1,114	241	873	961.9	929.2	32.7	3.4
Second Intermediate.....	643	180	463	534.5	517.9	16.6	3.1
Third Intermediate.....	974	196	778	864.1	852.4	11.7	1.3
Fourth Intermediate.....	814	179	635	726.	700.	.26.	7.
Intermediate Totals.....	5,728	1,283	4,445	4,960.8	4,816.1	144.7	3.5

TABLE No. 1—CONTINUED.

SCHOOLS.	MALES AND FEMALES.						
	No. Registered....	No. Withdrawn....	No. Remaining....	Average Number Belonging.....	Average Daily Attendance.....	Average Daily Absence.....	Per Cent. of Daily Absence.....
Hughes High School.....	571	169	402	494.	476.4	17.6	3.6
Woodward High School.....	633	125	508	562.4	551.3	11.1	2.1
Gainess High School.....	75	12	63	68.1	64.8	3.3	4.8
High School Totals.....	1,279	306	973	1,124.5	1,092.5	32.	3.5
Normal School.....	58	4	54	48.4	47.4	1.	2.
Deaf-Mute School.....	32	3	29	28.5	27.8	.7	2.5
Normal and Deaf-Mute Totals.....	90	7	83	76.9	75.2	1.7	2.2
Music Teachers.....							
Drawing Teachers.....							
Penmanship Teachers.....							
Total Special Teachers.....							
Grand Totals.....	35,436	7,551	27,885	28,892.7	28,081.8	810.9	3.1

TABLE No. 3—CONTINUED.

	Mental Philoso- phy.....	Physiology	Elocution	U. S. History....	Physics.....	Memory Gems, Eng. Literature.	German	Object Lessons..	Vocal Music.....	Composition	Penmanship	English Gram- mar.....	Drawing	Geography	Written Arith- metic.....	Mental Arithme- tic (book).....	Mental Arith- metic (orally).	Writing on Slates.....	Reading and Spelling.
Intermediate Department 4th District.	101	101	101	53	88	101	2		101	101	101	101	101	101	101	101	101		101
Intermediate Department 16th District.	291	291	291	166	227	291	152		291	291	291	291	291	291	291	291	291		291
Intermediate Department 17th District.	81	81	81	46	60	81	5		81	81	81	81	81	81	81	81	81		81
Intermediate Department 18th District.	137	137	137	64	112	137	41		137	137	137	137	137	137	137	137	137		137
Intermediate Department 19th District.	131	131	131	64	131	131	24		131	131	131	131	131	131	131	131	131		131
Intermediate Department 21st District.	291	291	291	157	253	291	163		291	291	291	291	291	291	291	291	291		291
Intermediate Department 22d District.	342	342	342	190	258	342	30		342	342	342	342	342	342	342	342	342		342
Intermediate Department 23rd District.	234	234	234	124	234	234	13		234	234	234	234	234	234	234	234	234		234
Intermediate Department 25th District.	148	148	148	97	148	148	46		148	148	148	148	148	148	148	148	148		148
Intermediate Department 26th District.	171	171	171	102	171	171	34		171	171	171	171	171	171	171	171	171		171
Intermediate Department 27th District.	76	76	76	36	76	76	5		76	76	76	76	76	76	76	76	76		76
Intermediate Department 28th District.	80	80	80	37	80	80			80	80	80	80	80	80	80	80	80		80
Intermediate Department East Colored Dist.	100	100	100	57	100	100	180		100	100	100	100	100	100	100	100	100		100
First Intermediate Department West Colored Dist.	1,114	1,114	1,114	635	1,114	1,114	379		1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114		1,114
Second Intermediate Department.	643	643	643	371	643	643	266		643	643	643	643	643	643	643	643	643		643
Third Intermediate Department.	974	974	974	426	974	974	727		974	974	974	974	974	974	974	974	974		974
Fourth Intermediate.	814	814	814	374	814	814	412		814	814	814	814	814	814	814	814	814		814
Intermediate Totals	5,728	5,728	5,728	3,002	4,516	5,728	2,132		5,728	5,728	5,728	5,728	5,428	5,728	5,728	5,728	5,728		5,728
Normal School.....	54	54	54	54	54	54	14		54	54	54	54	54	54	54	54	54		54
Deaf-Mute School.....	32	32	32	10						32	32			10	32	32			32
Normal and Deaf-Mute Totals	86	86	86	64	54	86	14		86	86	86	54	54	64	86	86	54		86

TABLE No. 3—CONTINUED.

HIGH SCHOOLS.

HIGH SCHOOL STUDIES.

	HUGHES.			WOODWARD.			GAINES.			TOTALS.		
	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....	Males.....	Females.....	Total.....
Algebra.....	188	206	344	235	166	401	28	26	54	401	338	799
Arithmetic, Mental.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	35	75
Arithmetic, Written.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	35	75
Astronomy.....	7	15	22	7	10	17	3	3	6	17	28	45
Book-keeping.....	26	20	46	19	12	31	9	6	15	54	41	95
Botany.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	3	6
Chemistry.....	23	44	67	25	33	58	3	3	6	51	80	131
Composition.....	219	352	571	340	293	633	40	35	75	599	680	1,279
Constitution United States.....	15	1	16	13	22	35	40	35	75	68	71	139
Drawing.....	7	35	42	89	99	188	40	35	75	136	169	305
Elocution.....	219	352	571	340	293	633	40	35	75	599	680	1,279
French.....	21	101	122	17	69	86	17	22	39	55	192	247
Grammar, English.....	1	14	15	.....	.....	.....	40	35	75	41	49	90
German.....	27	54	81	85	53	138	16	21	37	128	113	241
Geography.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	35	75
Geology.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	35	75
Greek.....	84	188	272	14	16	30	3	3	6	17	19	36
History.....	33	25	58	131	88	219	9	16	25	224	292	516
Latin.....	151	260	411	212	9	54	.....	.....	.....	34	34	112
Literature, American.....	173	302	475	178	167	345	.....	.....	.....	78	453	844
Literature, English.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	372	446	818
Penmanship.....	29	67	96	54	73	127	19	13	32	19	13	32
Physics.....	52	93	145	80	76	156	21	22	43	104	162	266
Physiology.....	35	45	80	52	39	91	40	35	75	172	204	376
Psychology.....	.....	.....	.....	.....	.....	.....	12	9	21	99	93	192
.....	.....	.....	.....	.....	.....	.....	19	13	32	19	13	32
.....	.....	.....	.....	.....	.....	.....	9	16	25	9	16	25

TABLE No. 4.—ACCOMPANYING SUPERINTENDENT'S REPORT.

Showing Time of Continuance of Pupils in School.

TIME.	District Schools.		Inter. Schools.		High Schools.		Normal School.		Deaf-Mute School.	
	No. Enrolled..	Per Cent. of Enrollment.	No. Enrolled..	Per Cent. of Enrollment.	No. Enrolled..	Per Cent. of Enrollment.	No. Enrolled..	Per Cent. of Enrollment.	No. Enrolled..	Per Cent. of Enrollment.
Less than two months.....	1,806	6.37	204	3.57	38	2.98	2	3.45	2	6.25
Two months and less than four months.....	2,119	7.47	237	4.13	53	4.14	5	8.63	2	6.25
Total less than four months.....	3,925	13.84	441	7.70	91	7.12	7	12.08	4	12.50
Four months and less than six months.....	2,057	7.22	307	5.35	77	6.02	7	12.06	1	3.12
Total less than six months.....	5,982	21.06	748	13.05	168	13.14	14	24.14	5	15.62
Six months and less than eight months.....	2,753	9.71	467	8.15	69	5.39	.....	.....	3	9.38
Total less than eight months.....	8,735	30.77	1,215	21.20	237	18.53	14	24.14	8	25.
Eight months and less than ten months.....	8,534	30.11	1,455	25.41	178	13.52	23	39.65	10	31.25
Total less than ten months.....	17,269	60.88	2,670	46.61	410	32.05	37	63.79	18	56.25
Continued through the year.....	11,070	39.12	3,058	53.39	869	67.95	21	36.21	14	43.75
Total enrolled.....	28,339	100.	5,728	100.	1,279	100.	58	100.	32	100.

TABLE No. 5.—ACCOMPANYING SUPERINTENDENT'S REPORT.

Showing the Regularity of Attendance in the Schools, with Summary showing the same for the last Nineteen Years.

SCHOOLS.	No. Abs't less than one day per week	Per Cent. of Enrollment..	No. Abs't one and less than two days per week	Per Cent. of Enrollment..	No. Abs't two and less than three days per week	Per Cent. of Enrollment..	No. Abs't three or more days per week	Per Cent. of Enrollment..	Enrollment...
First District	1,159	100.	26	2.85	7	.76	3	.33	1,159
Second District	877	96.06	5	.58					913
Third District	850	99.42							855
Fourth District	483	100.							483
Fifth District	854	100.							854
Sixth District	1,134	99.01	12	.99					1,206
Seventh District	965	100.							965
Eighth District	1,345	98.32	23	1.68					1,368
Ninth District	802	100.							802
Tenth District	1,016	100.							1,016
Eleventh District	1,457	98.12	27	1.88					1,484
Twelfth District	1,305	100.	11	.74					1,305
Thirteenth District	1,462	99.26							1,473
Fourteenth District	1,108	100.							1,108
Fifteenth District	1,273	100.							1,273
Sixteenth District	583	100.							583
Seventeenth District	430	100.							430
Eighteenth District	727	100.							727
Nineteenth District	3-8	100.							3-8
Twentieth District	1,317	98.95	14	1.05					1,331
Twenty-first District	1,436	99.66	5	.34					1,441
Twenty-second District	971	97.99	20	2.01					991
Twenty-third District	820	98.79	10	1.21					830
Twenty-fourth District	699	98.29	5	.71					704
Twenty-fifth District	710	100.							710
Twenty-sixth District	922	100.							922
Twenty-seventh District	774	100.							774
Twenty-eighth District	931	100.							931
Norrlington District	200	97.09	6	2.91					206
East Colored District	475	92.59	27	5.27	11	2.14			513
West Colored District	544	99.09	5	.91					549
Twenty-first Colored District	45	100.							45
District Totals	28,122	96.24	196	.69	18	.06	8	.01	28,339

TABLE No. 5.—CONTINUED.

SCHOOLS.	No. Absent less than one day per week.....	Per Cent. of Enrollment...	No. Absent one and less than two days per week	Per Cent. of Enrollment...	No. Absent two and less than three days per week	Per Cent. of Enrollment...	No. Abs't three or more days per week.....	Per Cent. of Enrollment...	Enrollment.....
Intermediate Department 4th District.....	101	100.							101
Intermediate Department 16th District.....	291	100.							291
Intermediate Department 17th District.....	81	100.							81
Intermediate Department 18th District.....	137	100.							137
Intermediate Department 19th District.....	131	100.							131
Intermediate Department 21st District.....	287	95.47	4	4.53					291
Intermediate Department 22d District.....	334	97.67	8	2.33					342
Intermediate Department 23d District.....	232	99.15	2	.85					234
Intermediate Department 24th District.....	148	100.							148
Intermediate Department 25th District.....	171	100.							171
Intermediate Department 26th District.....	76	100.							76
Intermediate Department Mornington District.....	75	93.75	5	6.25					80
Intermediate Department East Colored District.....	100	100.							100
Intermediate Department West Colored District.....	1,105	99.19	9	.81					1,114
High School Intermediate.....	1,638	99.23	5	.77					1,643
Third Intermediate.....	974	100.							974
Fourth Intermediate.....	814	100.							814
Intermediate Totals.....	5,695	99.43	33	.57					5,728
Hughes High School.....	571	100.							571
Woodward High School.....	633	100.							633
Gaines High School.....	75	100.							75
High School Totals.....	1,279	100.							1,279
Normal School.....	58	100.							58
Deaf-Mute School.....	32	100.							32
Grand Totals.....	35,186	99.28	229	.64	18	.05	3	.03	35,496

TABLE No. 5.—CONTINUED.
SUMMARY FOR THE LAST NINETEEN YEARS.

YEARS.	No. Absent less than one day per week.....	Per Cent. of Enrollment...	No. Absent one and less than two days per week	Per Cent. of Enrollment...	No. Absent two and less than three days per week	Per Cent. of Enrollment...	No. Abs't three or more days per week.....	Per Cent. of Enrollment...	Enrollment....
1866-67	23,163	98.2	1,452	5.9	204	.8	30	.1	24,649
1867-68	24,214	98.3	1,355	5.2	172	.7	29	.1	25,770
1868-69	24,266	94.7	1,466	4.6	135	.5	57	.2	25,604
1869-70	26,530	95.3	1,063	3.8	190	.8	37	.1	27,626
1870-71	27,252	96.2	942	3.3	113	.4	25	.1	28,332
1871-72	26,032	94.3	1,359	4.9	168	.6	58	.2	27,617
1872-73	26,459	95.6	1,070	3.8	132	.5	14	.1	27,675
1873-74	26,695	95.7	1,087	3.9	76	.3	17	.1	28,949
1874-75	27,995	96.6	885	3.1	87	.3	32	.1	28,999
1875-76	28,757	96.8	489	2.6	113	.2	61	.1	29,960
1876-77	30,546	97.4	749	2.4	61	.2	14	.05	31,370
1877-78	31,519	97.7	681	2.1	65	.2	11	.05	32,276
1878-79	31,850	97.8	617	1.9	85	.3	16	.05	32,568
1879-80	32,960	97.94	605	1.8	72	.21	17	.05	33,654
1880-81	33,067	97.98	600	1.78	58	.17	25	.07	33,770
1881-82	33,621	98.16	574	1.67	54	.16	5	.01	34,254
1882-83	33,892	98.54	463	1.34	30	.08	3	.04	34,888
1883-84	34,951	99.09	308	.88	12	.03	3	.03	35,271
1884-85	35,186	99.28	229	.64	18	.05	3	.03	35,436

TABLE No. 6.

ACCOMPANYING SUPERINTENDENT'S REPORT.

Showing the Number of Teachers Employed and the Amount Annually Paid for their Services, from the Opening of the Common Schools in Cincinnati, in 1829, to the Close of the Year Ending June, 1885.

YEARS.	Average Number of Teachers.	Amount Paid Teachers.
For the year ending June, 1830.....	22	\$ 5,196 51
For the year ending June, 1831.....	23	7,936 57
For the year ending June, 1832.....	28	7,911 13
For the year ending June, 1833.....	29	6,408 26
For the year ending June, 1834.....	30	8,371 09
For the year ending June, 1835.....	43	8,648 43
For the year ending June, 1836.....	44	11,430 48
For the year ending June, 1837.....	47	14,099 05
For the year ending June, 1838.....	53	15,846 37
For the year ending June, 1839.....	64	19,901 10
For the year ending June, 1840.....	63	19,604 35
For the year ending June, 1841.....	59	18,584 82
For the year ending June, 1842.....	70	18,505 12
For the year ending June, 1843.....	76	20,091 70
For the year ending June, 1844.....	78	20,979 82
For the year ending June, 1845.....	86	23,927 82
For the year ending June, 1846.....	96	25,020 50
For the year ending June, 1847.....	97	26,499 50
For the year ending June, 1848.....	127	35,378 35
For the year ending June, 1849.....	137	38,462 96
For the year ending June, 1850.....	148	46,834 23
For the year ending June, 1851.....	157	50,856 51
For the year ending June, 1852.....	160	57,356 94
For the year ending June, 1853.....	193	64,025 96
For the year ending June, 1854.....	222	86,151 78
For the year ending June, 1855.....	225	96,945 78
For the year ending June, 1856.....	222	98,821 75
For the year ending June, 1857.....	240	108,707 44
For the year ending June, 1858.....	252	133,284 54
For the year ending June, 1859.....	282	139,510 04
For the year ending June, 1860.....	317	147,437 45
For the year ending June, 1861.....	341	156,231 54
For the year ending June, 1862.....	348	146,703 50
For the year ending June, 1863.....	355	159,566 16
For the year ending June, 1864.....	373	186,271 06
For the year ending June, 1865.....	373	216,165 30
For the year ending June, 1866.....	384	240,798 26
For the year ending June, 1867.....	396	290,027 42
For the year ending June, 1868.....	418	311,435 96
For the year ending June, 1869.....	439	336,536 22
For the year ending June, 1870.....	450	368,312 33
For the year ending June, 1871.....	507	*418,229 81
For the year ending June, 1872.....	510	*419,713 18
For the year ending June, 1873.....	513	*420,225 35
For the year ending June, 1874.....	510	*437,891 26
For the year ending June, 1875.....	545	*470,844 36
For the year ending June, 1876.....	579	*476,053 56
For the year ending June, 1877.....	587	*500,307 71
For the year ending June, 1878.....	604	*523,735 67
For the year ending June, 1879.....	628	530,596 62
For the year ending June, 1880.....	628	522,030 61
For the year ending June, 1881.....	650	534,376 69
For the year ending June, 1882.....	659	549,343 22
For the year ending June, 1883.....	680	561,669 71
For the year ending June, 1884.....	696	567,352 68
For the year ending June, 1885.....	706	575,595 15

*Includes the amount paid for tuition in the Night Schools, but the number of Teachers in the Day Schools only is given.

† Colored Schools not included.

TABLE No. 7.—ACCOMPANYING SUPERINTENDENT'S REPORT.
Showing the Number of Pupils Withdrawn at Different Ages from the Several Schools.

SCHOOLS.	YEARS OF AGE.																		Whole No. Withdrawn.
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
First District.....	64	41	22	32	33	16	9	5	2	.....	.....	.....	.....	.....	.....	.....	.....	224
Second District.....	64	27	30	21	40	17	24	17	6	4	.....	.....	.....	.....	.....	.....	.....	250
Third District.....	51	32	21	21	18	16	8	9	2	4	.....	.....	.....	.....	.....	.....	.....	178
Fourth District.....	38	8	22	13	13	18	17	9	4	1	1	.....	.....	.....	.....	.....	.....	247
Fifth District.....	53	37	22	41	31	24	26	11	2	.....	.....	.....	.....	.....	.....	.....	.....	147
Sixth District.....	45	29	31	26	20	16	8	8	3	.....	.....	.....	.....	.....	.....	.....	.....	209
Seventh District.....	40	26	30	28	29	17	13	9	3	1	.....	.....	.....	.....	.....	.....	.....	191
Eighth District.....	61	56	46	41	30	18	22	11	6	.....	.....	.....	.....	.....	.....	.....	.....	291
Ninth District.....	42	38	44	25	22	21	15	7	3	.....	1	.....	.....	.....	.....	.....	.....	218
Tenth District.....	56	16	22	27	31	20	14	9	1	.....	.....	.....	.....	.....	.....	.....	.....	146
Eleventh District.....	69	67	43	41	58	33	18	13	2	.....	.....	.....	.....	.....	.....	.....	.....	344
Twelfth District.....	100	57	47	84	38	28	21	7	1	.....	.....	.....	.....	.....	.....	.....	.....	333
Thirteenth District.....	90	47	39	32	45	28	17	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	306
Fourteenth District.....	43	35	27	31	27	20	14	11	.....	.....	1	.....	.....	.....	.....	.....	.....	208
Fifteenth District.....	62	36	19	26	29	25	13	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	214
Sixteenth District.....	28	21	24	20	20	13	15	3	1	.....	.....	.....	.....	.....	.....	.....	.....	148
Seventeenth District.....	23	8	18	14	12	9	9	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	97
Eighteenth District.....	6	21	11	19	15	17	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	95
Nineteenth District.....	16	9	11	6	14	7	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	70
Twentieth District.....	74	37	36	35	31	25	16	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	267
Twenty-first District.....	59	38	33	49	34	35	28	11	1	.....	.....	.....	.....	.....	.....	.....	.....	288
Twenty-second District.....	32	27	31	25	22	16	7	6	5	3	.....	.....	.....	.....	.....	.....	.....	179
Twenty-third District.....	19	9	14	7	12	15	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	86
Twenty-fourth District.....	33	28	27	14	15	14	18	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	158
Twenty-fifth District.....	47	16	21	14	8	14	14	2	.....	.....	1	.....	.....	.....	.....	.....	.....	137
Twenty-sixth District.....	29	42	22	24	21	20	6	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	192
Twenty-seventh District.....	35	24	27	10	19	18	8	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	142
Twenty-eighth District.....	44	18	21	28	2	15	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	161
Mornington District.....	7	8	6	5	4	4	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	42
East Colored District.....	21	18	11	16	18	15	15	6	1	.....	.....	1	.....	.....	.....	.....	.....	40
West Colored District.....	28	30	19	18	20	10	17	16	7	.....	.....	.....	1	.....	.....	.....	.....	140
Twenty-first Colored District.....	1	1	.....	1	.....	2	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	185
District Totals.....	1,400	907	799	747	757	570	429	226	79	28	11	1	1	.....	.....	.....	.....	5,955

TABLE No. 7—CONTINUED.

SCHOOLS.	YEARS OF AGE.													Whole No. Withdrawn.				
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Intermediate Dep't 4th District.....						3	11	11	5	2	2	1						32
Intermediate Dep't 10th District.....					2	3	9	26	23	2	4							68
Intermediate Dep't 17th District.....						1	3	5	10	4	2							25
Intermediate Dep't 18th District.....						5	11	10	2	2								30
Intermediate Dep't 19th District.....						7	6	8	4	4								34
Intermediate Dep't 21st District.....					1	8	12	20	19	8								68
Intermediate Dep't 22d District.....						7	15	14	21	5	6		1					69
Intermediate Dep't 24th District.....						2	6	12	15	14	1	1						61
Intermediate Dep't 25th District.....					1	2	10	8	4	3								51
Intermediate Dep't 26th District.....						1	7	10	10	4								28
Intermediate Dep't Mornington District.....							2	5	3	1								32
Intermediate Dep't East Colored District.....									6	3	4							11
Intermediate Dep't West Colored District.....						2	4	6	6	6	6	4	1					13
First Intermediate.....					3	21	46	78	46	31	13	3						31
Second Intermediate.....					4	9	45	46	42	24	8	2						241
Third Intermediate.....						2	35	67	61	21	9	1						180
Fourth Intermediate.....					3	20	42	57	35	19	3							196
Intermediate Totals.....					14	93	262	381	312	153	54	12	2					1,283
Hughes High School.....							1	5	40	35	51	20	13	2	1	1		169
Woodward High School.....								4	21	37	34	22	3	4				125
Gaines High School.....									1	2	3	4	2					12
High School Totals.....							1	9	62	74	88	46	18	6	1	1		306
Normal School.....																		
Deaf-Mute School.....			1			1			1					2	1	1		4
Grand Totals.....	1,400	907	800	747	771	664	692	616	454	255	153	59	23	7	2	1		7,551

TABLE No. 8.—ACCOMPANYING SUPERINTENDENT'S REPORT.

Showing the Amount paid for Tuition in the Several Schools, and the Rate and General Average on the Basis of Enrollment, on the Average Number Belonging, and on the Average Daily Attendance.

SCHOOLS.	Amount Paid for Tuition..	Whole Number Enrolled.....	Rate per Pupil on the Number Enrolled.	Average Number Belonging	Rate per Pupil on Average Number Belonging	Average Daily Attendance..	Rate per Pupil on Average Daily Attendance.....
First District.....	\$16,089 96	1,150	\$13 88	964	\$16 69	948.	\$16 97
Second District.....	12,817 43	1,019	14 43	696.9	18 39	662.9	19 33
Third District.....	10,744 43	835	12 80	671.	16 31	649.	16 86
Fourth District and Intermediate Department.....	8,783 76	584	15 01	434.4	20 17	411.2	21 31
Fifth District.....	12,362 73	1,264	14 47	655.3	19 46	616.	20 07
Sixth District.....	17,337 42	1,264	13 59	1,015.4	17 36	932.1	18 74
Seventh District.....	13,341 65	1,365	13 82	1,037.1	17 02	731.4	18 24
Eighth District.....	14,469 58	1,368	19 44	1,075.3	13 02	1,044.4	14 47
Ninth District.....	11,758 76	1,002	11 85	832.	19 38	579.	20 27
Tenth District.....	13,736 51	1,016	13 72	832.	18 75	837.	19 08
Eleventh District.....	13,318 14	1,464	13 02	1,138.	16 12	1,106.	16 86
Twelfth District.....	16,894 11	1,464	12 94	1,138.	16 63	1,068.	17 09
Thirteenth District.....	18,260 01	1,473	12 94	1,194.	16 13	1,093.3	16 17
Fourteenth District.....	19,453 50	1,773	13 99	911.	18 10	889.	18 45
Fifteenth District.....	17,228 70	1,277	13 58	1,098.3	17 48	1,077.5	18 99
Sixteenth District and Intermediate Department.....	12,061 76	874	13 80	635.2	23 01	793.7	17 91
Seventeenth District and Intermediate Department.....	18,268 88	841	15 38	403.2	17 58	387.4	24 16
Eighteenth District and Intermediate Department.....	8,258 39	594	13 88	735.7	20 53	738.9	21 35
Nineteenth District and Intermediate Department.....	16,516 89	1,201	19 02	405.	13 03	1,098.	18 38
Twentieth District and Intermediate Department.....	20,329 94	1,393	12 72	1,104.	18 07	1,314.8	18 39
Twenty-first District and Intermediate Department.....	17,492 46	1,732	13 12	1,387.5	16 57	1,710.	17 38
Twenty-second District and Intermediate Department.....	10,995 36	1,231	13 26	1,096.	16 77	1,070.	17 38
Twenty-third District and Intermediate Department.....	15,073 46	890	13 14	798.	14 78	730.6	15 36
Twenty-fourth District and Intermediate Department.....	13,488 47	838	15 09	778.4	14 28	692.6	19 09
Twenty-fifth District and Intermediate Department.....	15,197 91	1,042	13 82	779.4	17 19	933.6	19 31
Twenty-sixth District and Intermediate Department.....	10,445 80	1,042	13 79	672.7	17 41	680.8	18 22
Twenty-seventh District.....	12,060 00	974	13 03	644.	16 22	734.	16 42
Twenty-eighth District.....	4,388 75	282	15 58	769.	15 46	754.	15 99
Mornington District and Intermediate Department.....				244.	18 01	230.8	19 03
District Totals.....	\$407,383 78	29,265	\$13 93	23,621.	\$17 24	22,982.	\$17 72

TABLE No. 8—CONTINUED.

SCHOOLS.	Amount Paid for Tuition..	Whole Number Enrolled.....	Rate per Pupil on the Num- ber Enrolled.	Average Num- ber Belong- ing	Rate per Pupil on Average Number Belong- ing	Average Daily Attendance..	Rate per Pupil on Average Daily Attend- ance
First Intermediate.....	\$20,315 88	1,114	\$18 23	961.9	\$21 12	929.2	\$21 86
Second Intermediate.....	14,339 27	643	22 33	534.5	26 86	517.9	27 72
Third Intermediate.....	19,878 69	974	20 41	864.1	23 01	852.4	23 32
Fourth Intermediate.....	16,877 39	814	20 73	726.	23 25	700.	24 11
Intermediate Totals.....	\$71,431 23	3,545	\$20 14	3,086.5	\$23 46	2,999.5	\$23 81
Hughes High School.....	\$20,997 50	571	\$36 77	491.	\$42 50	476.4	\$44 07
Woodward High School.....	21,735 75	633	34 34	562.4	38 64	551.3	39 42
High School Totals.....	\$42,733 25	1,204	\$35 49	1,056.4	\$40 44	1,027.7	\$41 58
Colored District, Intermediate and High Schools.....	\$24,324 88	1,362	\$17 86	1,031.9	\$23 12	998.3	\$24 35
Normal School.....	5,488 00	58	94 02	48.4	113 38	47.4	115 78
Deaf-Mute School.....	1,750 00	32	54 08	28.5	61 40	27.8	62 94
Colored, Deaf-Mute and Normal School Totals.....	\$31,562 88	1,452	\$21 73	1,128.8	\$27 96	1,073.5	\$29 41
Music Teachers.....	\$12,087 00	35,436	\$ 0 35	28,892.	\$ 0 43	28,082.	\$ 0 45
Drawing Teachers.....	5,539 38	35,436	0 15	28,892.	0 19	28,082.	0 20
Fernmanship Teachers.....	4,237 63	35,436	0 12	28,892.	0 14	28,082.	0 16
Total Special Teachers.....	\$22,484 01	35,436	\$ 0 64	28,892.	\$ 0 78	28,082.	\$ 0 80
Grand Totals.....	\$575,595 15	85,436	\$16 24	28,892.	\$19 92	28,082.	\$20 49

TABLE No. 9.—ACCOMPANYING SUPERINTENDENT'S REPORT.
Showing the Age of Pupils in the Several Schools.

SCHOOLS.	AGE.											
	6 YEARS.	7 YEARS.	8 YEARS.	9 YEARS.	10 YEARS.	11 YEARS.	12 YEARS.	13 YEARS.				
	Remaining.	Entered	Remaining.	Entered	Remaining.	Entered	Remaining.	Entered	Remaining.	Entered	Remaining.	Entered
District Schools—Males.....	3108	697 2411 2413	453 1960 2376	384 1992 2301	380 1912 2102	363 1739 1330	297 1033	817 254	563 815	126 189	563 815	126 189
District Schools—Females.....	2702	693 2009 2257	446 1811 2283	408 1875 2134	360 1774 2072	380 1083 1136	312 824	594 200	894 235	98 137	894 235	98 137
District Totals.....	5810 1390 4420 4670	899 3771 4659	792 3867 4435	749 3686 4174	732 3422 2466	649 1857 1411	454 957	550 224	326			
Intermediate Schools—Males.....												
Intermediate Schools—Females.....												
Intermediate Totals.....												
High Schools—Males.....												
High Schools—Females.....												
High School Totals.....												
Deaf-Mute School—Males.....	1	1	4	1	2	1	1	4	2	2	2	2
Deaf-Mute School—Females.....			4	1	3	1	1	2	3	3	3	3
Deaf-Mute Totals.....	*1	1	4	4	3	3	1	6	5	5	5	5
Total Males.....	3109	697 2412 2417	453 1964 2377	384 1993 2303	380 1914 2180	368 1812 1763	346 1417	1646	390 1247	1163	313 850	313 850
Total Females.....	2702	693 2009 2257	446 1811 2287	409 1878 2135	360 1775 2146	388 1748 1670	312 824	594	934 1029	285 744	934 1029	285 744
Grand Totals.....	5811 1390 4421 4674	899 3775 4664	793 3871 4438	749 3689 4326	766 3560 3483	737 2696 2590	749 2241	2192	598 1594			

TABLE No. 9—CONTINUED.

	AGE.										
	14 YEARS.	15 YEARS.	16 YEARS.	17 YEARS.	18 YEARS.	19 YEARS.	20 YEARS.	21 YEARS.			
SCHOOLS.	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.
	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.
	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.
	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.
	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.
	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.
	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.
	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.
	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.
	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.
	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.	Entered	Remaining.	Withdrawn.
District Schools—Males.....	56	25	31	14	17	1	1	1	1	1	1
District Schools—Females.....	50	32	18	26	14	12	1	1	1	1	1
District Totals.....	106	57	49	57	28	29	1	1	1	1	1
Intermediate Schools—Males.....	488	146	342	199	86	113	57	25	32	5	3
Intermediate Schools—Females.....	437	125	312	230	73	157	58	23	33	1	1
Intermediate Totals.....	925	271	654	429	159	270	115	50	65	5	3
High Schools—Males.....	126	30	96	139	39	100	160	43	117	97	26
High Schools—Females.....	145	32	113	180	35	145	160	45	115	96	20
High School Totals.....	271	62	209	319	74	245	320	88	232	193	46
Normal Schools—Males.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Normal Schools—Females.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Normal Totals.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Deaf-Mute School—Males.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Deaf-Mute School—Females.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Deaf-Mute Totals.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals—Males.....	673	201	472	369	139	230	218	69	149	102	29
Totals—Females.....	633	190	443	436	122	314	218	70	148	102	20
Grand Totals.....	1306	391	915	805	261	544	436	139	297	204	49

TABLE No. 10.—ACCOMPANYING SUPERINTENDENT'S REPORT.
Showing the Census of School Youths, as Enumerated 1884.

DISTRICTS.	BETWEEN 6 AND 21 YEARS OF AGE.			BETWEEN 16 AND 21 YEARS OF AGE.			SCHOOLS ATTENDED BY WHITE YOUTH.						No Schools.		Colored Youth not in School.	
	White.....	Colored...	Total.....	White.....	Colored...	Total.....	Public.		Private.		Church.		Males.....	Females..	Males.....	Females..
							Males....	Females..	Males.....	Females..	Males....	Females..				
First District.....	5,734	19	5,753	1,789	2	1,791	738	639	83	21	792	810	1,278	1,423	1	1,423
Second District.....	3,406	359	3,765	1,214	111	1,325	457	433	20	41	335	345	882	895	88	99
Third District.....	4,755	269	4,964	1,661	43	1,707	388	355	9	121	624	977	1,310	971	43	16
Fourth District.....	1,335	187	1,522	378	45	423	246	263	10	7	118	133	267	304	10	12
Fifth District.....	2,494	61	2,555	713	7	720	354	551	10	13	146	161	516	566	10	12
Sixth District.....	3,613	211	3,824	1,043	51	1,094	829	710	18	63	205	157	866	816	10	9
Seventh District.....	3,604	194	3,798	1,091	58	1,149	683	667	77	159	343	358	644	767	120	121
Eighth District.....	5,199	194	5,393	2,229	125	2,354	816	823	107	159	210	184	1,380	1,570	34	45
Ninth District.....	1,473	291	1,764	562	125	687	303	313	16	34	33	44	286	444	103	87
Tenth District.....	4,518	63	4,581	1,257	20	1,277	1,258	1,121	3	10	296	289	925	625	6	5
Eleventh District.....	4,071	96	4,167	1,177	17	1,194	828	790	1	7	354	348	881	872	41	44
Twelfth District.....	4,430	96	4,526	1,029	17	1,046	688	681	47	48	823	548	1,063	1,059	41	44
Thirteenth District.....	4,647	12	4,659	908	17	925	994	469	13	2	62	77	602	566	4	6
Fourteenth District.....	2,917	12	2,929	798	4	802	800	789	13	2	219	198	1,053	982	4	5
Fifteenth District.....	3,987	13	4,000	1,113	3	1,116	808	724	1	22	46	45	362	434	2	5
Sixteenth District.....	1,808	18	1,826	541	3	544	379	317	83	13	155	401	330	274	5	8
Seventeenth District.....	1,798	1	1,799	375	17	392	256	368	1	13	126	146	542	501	8	5
Eighteenth District.....	2,379	81	2,460	635	230	865	613	441	8	2	126	146	542	501	8	5
Nineteenth District.....	1,547	13	1,560	230	2	232	310	292	25	38	78	109	946	938	5	8
Twentieth District.....	4,735	3	4,738	1,252	9	1,261	1,192	1,041	17	23	272	213	318	254	2	3
Twenty-first District.....	3,099	49	3,148	772	9	781	646	627	16	19	272	213	318	254	2	3
Twenty-second District.....	2,798	354	3,152	930	99	1,029	481	440	61	23	241	203	648	695	62	41
Twenty-third District.....	3,657	10	3,667	455	4	459	718	454	35	39	444	485	365	365	6	5
Twenty-fourth District.....	1,924	6	1,930	297	1	298	456	445	19	32	72	98	407	385	12	7
Twenty-fifth District.....	1,800	83	1,883	515	14	529	454	336	2	8	94	105	431	398	12	7
Twenty-sixth District.....	2,627	26	2,653	644	6	650	494	314	15	8	360	291	433	312	12	14
Twenty-seventh District.....	2,641	26	2,667	401	6	407	712	399	1	1	392	343	525	464	12	14
Twenty-eighth District.....	2,245	1	2,246	604	3	607	472	420	11	24	118	138	525	570	2	2
Twenty-ninth District.....	640	8	648	106	3	109	154	134	11	24	17	23	144	133	583	547
District Totals.....	88,942	2,400	91,342	24,742	640	25,382	17,637	15,562	650	970	7,389	7,856	18,970	19,908	583	547

TEXT-BOOKS USED
AND
COURSE OF STUDY PURSUED
IN THE
CINCINNATI SCHOOLS.

The classification and course of study shall be equal and uniform throughout the schools, and for that purpose every District School shall be divided into five grades, to be designated by the letters D, E, F, G and H, and the Intermediate Schools into three grades, to be designated by the letters A, B and C.

The grades are arranged to correspond to the first eight years of school attendance.

Each grade, male and female, may be divided into as many sections as the number of pupils in the grade shall warrant. The sections in each, from the highest to the lowest, shall be divided and *numbered* according to the proficiency of the pupils in the grade.

No teacher in any of the regularly organized schools shall have more than two sections under his or her charge, to instruct in all their studies, unless the school is so small that it can not be otherwise arranged.

It shall be the duty of the Superintendent, with the co-operation of the Principal of the school, to enforce the following classification uniformly. The grading, course of study and text-books prescribed shall be strictly adhered to, and no other studies or text-books shall be introduced, nor shall any pupil be required to provide or be permitted to use any other books than those herein specified. [June 27, 1862.]

The course of instruction in those subjects, the outline of which is not fixed by authorized text-books, shall be defined by a syllabus, to be prescribed by the Superintendent, with the advice of the Committee on Course of Study.

Opening Exercises.

Religious instruction and the reading of religious books, including the Holy Bible, are prohibited in the Common Schools of Cincinnati—it being the true object and intent of this rule to allow the children of the parents of all sects and opinions in matters of faith and worship to enjoy alike the benefits of the Common School Fund. [November 1, 1869.]

The several grades above named shall pursue the course of study and use the text-books prescribed as follows:

DISTRICT SCHOOLS.

GRADE H—FIRST YEAR.

STUDIES.

Elements of Reading, Writing, Arithmetic, Music, Grammar, Object Lessons and Composition, Memory Gems, Drawing; and German, when desired by parents.

BOOKS.

The Cincinnati Music Reader—Part First (for teachers only); Uniform Slates. McGuffey's Revised Eclectic Primer, Eclectic Industrial Drawing Cards and Book No. 1, White's Oral Lessons in Number (for teachers only).

This is a grade for oral and blackboard instruction; and the teacher is expected to use the blackboard, and such cards for instruction in the elements of reading, and such charts for teaching object lessons, as are provided by the Board.

READING AND SPELLING.

Pupils shall be taught familiar words selected by the Principal. These shall be combined in simple sentences, and printed and written on the blackboard.

Read all the lessons in the Primer.

WRITING.

They shall be taught to write on their slates, at dictation, all the words they are required to spell.

To write their names legibly, and to form all the letters of the alphabet.

MEMORY GEMS.

The pupils of this grade who study English only shall be taught eight lines a week; and those who study English and German, four lines. (See General Directions.)

ARITHMETIC.

Instruction shall be given in this grade by means of objects and the numeral frame.

Pupils shall be taught to add and subtract as high as 10, with or without objects.

They shall be made familiar with the United States coins, not exceeding the dime.

They shall count to 100, forward and backward, with or without objects.

Each number from 1 to 10 shall be analyzed into any two possible integral parts, and by means of such analysis and the corresponding synthesis pupils shall be taught to perform mental exercises in addition and subtraction, to amounts not exceeding 10. Figures should not be used until the course has been completed objectively.

LANGUAGE LESSONS.

Pupils shall be taught the use of "a" and "an" in connection with the names of common objects, first with the names singly, then in sentences.

They shall be taught to use in sentences correct forms of verbs with singular and with plural nouns.

As many names as practicable should be used whose plurals are formed irregularly.

DRAWING.

Attitude of the body in general. Exercises on slates with reference to dots and dashes, in reference to position, direction, distance and number, now and then interspersed with simple figures, representing objects composed of short, straight lines.

The lessons in representing objects, being more interesting, should be given as a reward for good work of a previous lesson.

Pupils in this grade shall also be required to have uniform slates.

GRADE G—SECOND YEAR.

STUDIES.

Spelling, Reading, Writing, Arithmetic, Grammar, Drawing, Singing, Composition, Object Lessons, Memory Gems; and German, when desired by parents.

BOOKS.

Music Reader—Part First, McGuffey's Revised Eclectic First Reader, Uniform Slates, Eclectic Industrial Drawing Book No. 2, New Eclectic Copy-Book No. 1, Prose and Poetical Selections (for teachers only), White's Oral Lessons in Number (for teachers only).

READING.

Pupils shall be taught to read all lessons in the First Reader.

Before February, lessons 1 to 35, inclusive.

After February, finish the book.

SPELLING.

Pupils shall be taught to spell all words found in their reading lessons.

WRITING.

They shall be taught to write on their slates, at dictation, all the words they are required to spell.

The copy-book to be used is No. 1, and is to be completed by June 1st.

MEMORY GEMS.

The pupils of this grade who study English only shall be taught eight lines a week; and those who study English and German, four lines. (See General Directions.)

ARITHMETIC.

Pupils shall continue oral exercises in numbers, adding and subtracting to 100. The mental exercises should be frequently expressed in figures, but the usual forms of Written Arithmetic should not be taught until both of the fundamental rules are completed. They shall be made familiar with the United States coins, as high as the dollar.

Examples in denominate numbers shall involve but one operation.

It shall be the aim of the teachers to lead pupils to acquire the greatest possible accuracy and facility in the operations of this course.

(Teachers of H and G grades are referred to White's Oral Lessons as a guide.)

LANGUAGE LESSONS.

Pupils shall review the work of the preceding grade. They shall be taught to use correctly in sentences, including statements and inquiries:

1. All nouns and verbs (singular and plural) and all adjectives found in their reading lessons.
2. Their own names; the names of their teachers; the name of their school and their residence.

They shall be taught the proper use of the period and question mark, capital "I," and the capital at the beginning of every sentence, and of every proper name they may use.

They shall copy from their readers such prose selections as the teacher may deem suitable, and write the same, from dictation, not less than twice a week. These selections shall embody the grammatical topics named above.

DRAWING.

They shall practice on vertical, horizontal and oblique lines, and be taught to draw such figures as may be found in their books, and to divide lines and sides of figures into two and four equal parts.

GRADE F—THIRD YEAR.**STUDIES.**

Spelling, Reading, Punctuation, Penmanship, Drawing, Arithmetic, Grammar, Composition, Music, Object Lessons, Memory Gems; German, when desired by parents.

BOOKS.

McGuffey's Revised Eclectic Second Reader, Uniform Slates, Music Reader—Part First, Industrial Eclectic Drawing Book No. 3, New Eclectic Copy-Book No. 2, Prose and Poetical Selections (for teachers only).

READING.

Pupils shall be taught to read all lessons in the Second Reader.

Before February, lessons 1 to 35, inclusive.

After February, finish the book.

SPELLING.

Pupils shall be taught to spell all words found in their reading lessons.

PUNCTUATION.

They shall be taught to name all the punctuation marks in their reading lessons.

PENMANSHIP.

They shall be taught to write the capitals and small letters, in words or sentences, on slates or paper.

The copy-book to be used is No. 2, and is to be completed by June 1st.

MEMORY GEMS.

Pupils of this grade who study English only shall be taught eight lines a week; and those who study English and German, four lines. (See General Directions.)

MENTAL ARITHMETIC.

Pupils shall perform exercises in addition, subtraction, multiplication and division to 100, and be taught to reason from one to many, and read the Roman numerals to C.

They shall be taught to read the time on a watch or clock, and be made familiar with the pound and ounce; the pint, quart and gallon; the peck and bushel; the inch, foot and yard, and learn their marks.

They shall be taught to analyze exercises similar to examples in Ray's New Primary Arithmetic.

WRITTEN ARITHMETIC.

Pupils shall be taught notation and numeration to the sixth order; addition, subtraction and multiplication to amounts not exceeding tens of thousands, the multiplier not to exceed one order.

Exercises in denominate numbers shall involve but one operation.

In addition the sum of no column shall exceed 99.

By February, complete to multiplication.

LANGUAGE LESSONS.

Pupils shall review the grammatical topics of the preceding grades.

They shall be taught to use correctly in sentences including statements, inquiries and commands:

1. Nouns: singular and plural.

Adjectives: this, that, these and those.

Verbs: present and past tenses, singular and plural.

Adverbs: found in reading lessons 2, 3, 6, 14, 16, 20, 21, 24, 28, 30, 31, 39, 45, 48, 50.

2. Names of the month and days of the week.

3. Abbreviations: ct., cts., oz., lb., pt., qt., gal., pk., bu., in., ft., yd., Mr., Mrs., Dr.

They shall copy from their readers such prose selections as the teacher may deem suitable, and write the same from dictation not less than twice a week.

The selections shall embody the grammatical points named above.

COMPOSITION.

The work of this grade shall consist of:

1. Description of animals, plants and minerals.
2. Reproduction of stories.
3. Description of pictures.

MUSIC.

They shall be taught to read and sing exercises in 2-4 time, consisting of half and quarter notes and their corresponding rests, in the scale of C (G clef), embodying intervals of the 3d and 4th.

DRAWING.

They shall practice on verticle, horizontal and oblique lines, and be taught to draw such figures as may be found in their book, and to divide lines and sides of figures into two and more equal parts.

GRADE E—FOURTH YEAR.

STUDIES.

Spelling, Reading, Punctuation, Penmanship, Drawing, Arithmetic, Geography, Composition, Music, Grammar, Memory Gems, Object Lessons; German, when desired by parents.

BOOKS.

McGuffey's Revised Eclectic Third Reader, McGuffey's Revised Speller, Music Reader—Part Second, New Eclectic Copy-Book No. 3, Eclectic Industrial Drawing Book No. 4, Prose and Poetical Selections (for teachers only), Uniform Slates.

READING.

Pupils shall be taught to read all the lessons in the Third Reader.

Before February, lessons 1 to 39, inclusive.

After February, lessons 40 to 79, inclusive.

SPELLING.

Pupils shall be taught to spell all the words found in lessons 3 to 40 of the Revised Spelling Book; also selected words found in their reading lessons.

PUNCTUATION.

They shall be taught to name and give the use of all punctuation marks in their Reading Lessons.

PENMANSHIP.

They shall be taught to write with the pen all the small letters and capitals in words and sentences. The copy-book to be used is No. 3, and is to be completed by June 1st.

MEMORY GEMS.

The pupils of this grade who study English only shall be taught eight lines a week; and those who study English and German, four lines. (See General Directions.)

MENTAL ARITHMETIC.

Pupils shall be taught to analyze and solve exercises similar to those in the first twenty-one lessons of Ray's New Intellectual Arithmetic, omitting examples similar to the following:

Lesson VIII, all after example 19.

Lesson IX, examples 8, 9, 10 and 14.

Lesson XI, examples 2, 13, 14, 15, 17, 18, 20 and 21.

Lesson XIV, all after example 16.

Lesson XV, examples 2, 3, 11, 13 and 14, and all after example 17.

Lesson XVIII, examples 14, 15, 16, 23, 24 and 25.

Lesson XIX, all.

Exercises in denominate numbers shall involve but two operations.

By February, complete to division.

WRITTEN ARITHMETIC.

They shall be taught notation and numeration to the seventh order; addition, subtraction, multiplication and short division, using numbers not involving more than six orders, the multiplier not to exceed the fourth order and the divisor not to exceed the first order; notation and numeration of simple proper fractions.

Exercises in denominate numbers shall involve but two operations, and are to be similar to the denominate exercises in the Mental Arithmetic course.

By February, complete to division.

LANGUAGE LESSONS.

Pupils shall review the grammatical topics of the preceding grades.

They shall be taught to use correctly, in sentences including statements, inquiries and commands:

1. Nouns: singular and plural, possessive singular.

Verbs: present and past, singular and plural.

Adjectives: comparative and superlative.

Adverbs: contained in reading lessons 2, 3, 7, 10, 13, 18, 19, 22, 28, 33, 40, 44, 50, 54, 60, 62, 66, 75.

2. Abbreviations: Capt., Col., Gen., M., A. M., P. M., st., av.

COMPOSITION.

The work of this grade shall consist of:

1. Description of animals, plants and minerals.

2. Reproduction of stories.
3. Description of pictures.
4. Letters of the simplest form, looking more to form than contents.

GEOGRAPHY.

[*Preparatory Geography.*]

1. Exercises on direction and distance of objects in the school-room; of important objects and principal streets in the neighborhood.
2. Illustrate, by drawing on the blackboard, maps of the school-room; of the school-grounds; of the school district, or other parts of the city; locating on the same the principal streets and important objects.
3. Teach the points of the compass, and illustrate the same by reference to objects in the school-room and by marking the cardinal points on the blackboard or slates.
4. Teach, by the use of the globe, the form of the earth, pointing out, but not defining, the equator, poles, hemispheres, continents and oceans.
5. After thorough drill on the foregoing, commence the use of the Elementary Geography. Explain the first lessons, which should be read, but not committed, by the pupils. Illustrate the definitions by maps, object lessons, and, where practicable, by reference to the natural objects themselves.
6. Study the map of the world, pointing out the principal features only. In this connection teach the definitions of the principal divisions of land (p. 7) and of water (p. 8).
7. Read the descriptive text following the maps of the world on the topics: Zones, Climate, Animals, Races of Men, Manner of Living, Occupations of Men, and How to Study a Map. These lessons should be made attractive by narratives, incidents, imaginary travels, etc.

While not requiring definitions to be committed (and the writing of geographical definitions in blank-books is not permitted), the pupils should be led to acquire correct ideas of the subject.

The foregoing to be completed by February.

1. Study the principal features of the local geography of Hamilton County and Ohio from maps drawn in outline on the blackboard.
2. Study map questions of North America, and read descriptive text of the same.

No written examination in this grade.

MUSIC.

After reviewing the F Grade course, they shall be taught the extension of the scale to upper F; 3-4 and 4-4 time; whole note, eighth note and dotted half; whole rest; the repeat; the slur, and the tie. Exercises and two-part songs, involving the above, shall be practiced as contained in the Music Reader—Part Second.

DRAWING.

They shall take the course laid down in their book, and have exercises in drawing and combining straight lines into figures representing objects.

GRADE D—FIFTH YEAR.**STUDIES.**

Spelling, Reading, Punctuation, Penmanship, Drawing, Arithmetic, Geography, Grammar, Object Lessons, Composition, Memory Gems, Music; German, when desired by parents.

BOOKS.

McGuffey's Revised Eclectic Fourth Reader, McGuffey's Revised Speller, Ray's Second and Third Part Arithmetics, Eclectic Elementary Geography, Music Reader—Part Second, Eclectic Industrial Drawing Book No. 5, New Eclectic Copy-Book No. 4, Johnson's Physiological Chart and Hand-Book (for teachers only), Prose and Poetical Selections (for teachers only), Harvey's Elementary Grammar, Uniform Slates.

READING.

Pupils shall be taught to read all the selected lessons of the Fourth Reader with fluency and distinctness. They shall be required to give a full and intelligent explanation of the subject of the lesson, and the words used.

Before February, the course shall consist of the following lessons: 1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 25, 27, 28, 30, 32, 33 and 36.

After February, lessons: 37, 38, 43, 45, 50, 51, 52, 55, 56, 57, 59, 61, 63, 64, 69, 71, 72, 74, 76, 79, 80, 81, 82, 87 and 89.

SPELLING.

Pupils shall be taught to spell all the words found in lessons 40 to 100 of the Revised Spelling Book; also selected words found in their reading lessons.

PUNCTUATION.

They shall be taught to name and explain the punctuation marks in their reading lessons.

PENMANSHIP.

They shall be taught to write with a pen, neatly and legibly, words and sentences, from copy and at dictation.

The copy-book to be used is No. 4, and is to be completed by June 1st.

MEMORY GEMS.

All the pupils of this grade shall be required to memorize eight lines a week in this subject, and shall be taught to write from memory five lines of each of six different selections from the writings of as many authors, three before and three after the February examination. (See General Directions.)

MENTAL ARITHMETIC.

Pupils shall be taught to analyze and solve the examples in the Intellectual Arithmetic to Lesson XXIII, omitting the following:

1. All examples in denominate numbers containing more than two operations.
2. All examples the analysis of which will give a fractional result when reasoning from *one* to *many* or from *many* to *one*.
3. Lesson VIII, examples 21, 23.
Lesson IX, examples 8, 9.
Lesson XIV, examples 17 to 25, inclusive.
Lesson XV, examples 2, 3, 11, 17, 18, 20, 21.
Lesson XVIII, examples 14, 15, 16.
Lesson XIX, examples 5, 9, 12, 14, 17, 19, 20, 22, 23, 24, 25, 29, 34, 35.
Before February, complete to division.

LANGUAGE LESSONS.

Pupils shall study Harvey's Elementary Grammar and Composition—Part 1, except as follows:

Definitions, on pages 7 and 8; Elements, p. 21; Copulative Verb, p. 26; The Participle, pp. 37 to 40; Adjective Element, pp. 42 to 47; Possessive, Relative and Interrogative Pronouns, pp. 50 to 56; Adverbial Element, p. 58; Adverbial Clause, p. 59; The Phrase, including the Infinitive, pp. 63 to 65; Compound Elements, p. 68; Compound Sentences, p. 71; Complex Sentences, p. 73.

Before February, complete to the Adverb.

After February, complete to Part II.

COMPOSITION.

The work of this grade shall consist of:

1. Letters.
2. Stories, written from memory.
3. Description of pictures.
4. Bills and receipts.

GEOGRAPHY.

1. Review briefly the work of the previous year (Grade E).
2. Study map questions of the United States, and read descriptive text of the same.
3. Read descriptions of the several divisions of the United States, noting particularly the principal features—surface, climate, productions, etc.
4. Include in study:
 - Peninsulas—Florida, Alaska.
 - Bays—Delaware, Chesapeake.
 - Mountains—Appalachian, Rocky, Sierra Nevada, Cascade.
 - Lakes—Great Lakes, Great Salt Lake.
 - Rivers—Mississippi, Missouri, Ohio, Tennessee, Cumberland, Connecticut, Delaware, Potomac, Susquehanna, Hudson, Red River, Rio Grande.
 - Cities, Seaports—New York, Philadelphia, Brooklyn, Boston, Baltimore, New Orleans, San Francisco, Charleston, Savannah, Portland, Norfolk, Galveston.

Cities, Lakeports—Chicago, Buffalo, Cleveland, Milwaukee, Detroit.

Inland Cities—Cincinnati, Pittsburgh, St. Louis, Louisville, Indianapolis, Washington.

These cities are to be located and described by stating one or more interesting facts concerning them.

5. Study map questions of Central States, giving particular attention to Ohio, its surface, rivers, principal railroads, cities, etc.

6. Study map questions of South America, and read descriptive text of same.

The foregoing to be completed by February.

1. Study map questions of Europe, and read descriptive text of the same.

2. Study map questions of Asia, and read descriptive text of the same.

3. Study map questions of Africa, and read descriptive text of the same.

GENERAL DIRECTIONS AND SUGGESTIONS IN GEOGRAPHY FOR GRADES E AND D.

1. Train pupils in the art of finding places on the book and wall-maps, and of describing their location when found.

2. Make the lessons interesting and attractive by incidents of travel, historical narration, and other useful information not found in the book.

3. Pupils will be greatly assisted in the study of Geography by a frequent and judicious use of globes, wall-maps, pictures, newspapers and reference books; also exhibits, where practicable, of the products of various countries, both in crude and manufactured forms.

4. Go with the pupils on imaginary journeys to distant countries and cities, discussing *en route* what is of interest and importance. Let them determine the mode of travel in the different countries, their climate and productions, the varieties of people they would be likely to meet, and the various languages they would hear spoken.

MUSIC.

After reviewing E Grade course, they shall be taught the extension of the scale to lower and upper G; 3-8 and 6-8 time; the dotted quarter note, dotted eighth note and the sixteenth note; the eighth rest; the use of the sharp and flat as accidentals; the use of the natural; the use of *p*, *pp*, *f*, *ff*, *mf*. and to read by letter. Exercises and songs involving the above shall be practiced as contained in the Music Reader—Part Second.

DRAWING.

They shall take the course laid down in their books. Exercises in drawing curves of different kinds; the circle, oval, ellipse, spiral or scroll, and applications of these exercises in ornaments, leaves, fruit and other objects.

DIRECTIONS TO TEACHERS.

All full rooms in Grade D shall be divided into two classes for study and recitation in Arithmetic, Grammar and Geography, and the time allotted for these branches shall be equally divided between the classes.

INTERMEDIATE SCHOOLS.

Intermediate Schools shall be composed of pupils received, upon examination, from Grade D of the District Schools, and no pupil shall be admitted or transferred into such schools unless he or she be proficient in the course of studies prescribed for the District Schools. The Principal of each school shall keep a record of all the pupils examined by him, in each study, with the results of the examination, in a separate book provided for that purpose by the Board.

GRADE C—SIXTH YEAR.

STUDIES.

Spelling, Reading, Punctuation, Penmanship, Drawing, Arithmetic, Geography, Composition, Music, Grammar, Memory Gems, Physics; German, when desired by parents or guardians.

BOOKS.

McGuffey's Revised Fifth Reader, McGuffey's Revised Speller, Ray's New Intellectual and New Practical Arithmetics, Eclectic Complete Geography, Cincinnati Music Reader—Part Third, Eclectic Industrial Drawing Book No. 6, New Eclectic Copy-Book No. 5, Harvey's Elementary Grammar and Composition, Hotze's First Lesson in Physics (for teachers only), Prose and Poetical Selections (for teachers only).

READING.

Pupils shall read lessons in the Fifth Reader as selected by the Principal.

They shall be required to give a full and intelligent explanation of the subject of the lesson and the words used, and shall be taught to read the lesson with fluency, distinctness and suitable modulation, and to render an oral abstract of the same as a whole.

They shall be taught to name and explain the marks of punctuation and the rhetorical marks which occur in their reading lessons.

SPELLING.

Pupils shall be taught to spell all the words found in lessons 100 to 150 of the Revised Spelling Book; also, selected words found in their reading lessons.

PUNCTUATION.

They shall be taught to name and explain the marks of punctuation and the rhetorical marks which occur in their reading lessons.

PENMANSHIP.

They shall be taught to write with a pen, neatly and legibly, words and sentences, from copy and at dictation. The copy-book to be used is No. 5, and is to be completed by June 1st.

MEMORY GEMS.

The pupils of this grade shall be required to memorize eight lines a week in this subject, and shall be taught to write from memory at least five lines of each of six different selections from the writings of as many authors. (See General Directions.)

MENTAL ARITHMETIC.

Pupils shall study the Intellectual Arithmetic to the 53d lesson, omitting the 44th and 46th lessons.

WRITTEN ARITHMETIC.

Pupils shall study factoring, cancellation and common fractions of simple numbers; the tables, except fluid and circular measures; the work, except in U. S. money, to be plain reduction, ascending and descending. *Rules and Principles*, the same as problems.

GRAMMAR.

Pupils shall study Harvey's Elementary Grammar. Teach the different parts of speech; gender, person, number and case of nouns and pronouns (nominative, possessive and objective); adjectives; adverbs and comparison; adjective and adverbial phrases; number, person, voice, mode, tense and form of the verb (active voice, indicative mode only, and regular and irregular forms of the verb); preposition; conjunction; interjection. Teach the various kinds of sentences—declarative, interrogative, imperative, exclamatory—subject, predicate and object, nominative and adjective predicate. Teach practical exercises in the use of capitals and the correction of errors of speech.

COMPOSITION.

I. SENTENCE WRITING (for formal correctness):

Exercise 1.—Combination of two or more statements into *one simple sentence*.

In this exercise the teacher shall bring into use the various marks of punctuation mentioned in the course in Grammar.

Exercise 2.—Correct use of words.

Examples: The *gent.* had no cause of complaint;—for
The *gentleman* had no cause of complaint.

He *laid* down on the hay;—for
He *lay* down on the hay.

He *set* down under the tree;—for
He *sat* down under the tree.

Exercise 3.—Paragraphing.

Exercise 4.—Writing of gems, not to exceed six lines, from memory.

- II. (a) *Letter writing continued, notes of invitation and replies.*
(b) *Description (oral and written) of pictures.*
(c) *Reproduction of stories.*
(d) *Extension of stories from brief outlines given by the teacher.*

GEOGRAPHY.

Pupils shall study the New Complete Geography, from page 19 to page 57, teaching all the definitions necessary to a clear understanding of the text-book.

General Directions.—The statistical tables, and the descriptive portions of the text-book in fine print, are not to be memorized, but are to be used for reference only. Efforts should be made to excite the interest of pupils in the subject by interesting oral instruction. The spelling of geographical words must be taught in the recitations in which the words are used.

MUSIC.

They shall review the principles as laid down in D Grade course, and practice two-part exercises and songs in the keys of C, G and F major and A minor.

DRAWING.

They shall practice as directed by the Teachers of Drawing.

PHYSICS.

All lessons in Physics are to be illustrated by simple and appropriate experiments. Only the most general and obvious features must be presented. Definitions of terms used must not be memorized by the pupils, nor recorded in blank books. The experiments and their results may be recorded. Examinations to be conducted orally, and written reports to be forwarded to the Superintendent of Schools, by the Principal, in February and June. These reports must indicate the methods of instruction pursued in each school.

Air:

- a. *Impenetrability.*
- b. *Compressibility.*
- c. *Weight and pressure.*
- d. *Effects of heat and cold.*
- e. *Rendered impure by breathing—ventilation.*
- f. *Formation of vapor, rain, hail, dew, frost and snow.*
- g. *Composition of.*

Water:

- a. *Specific gravity.*
- b. *Pressure in all directions.*
- c. *Seeks its level.*
- d. *Lifting pump.*
- e. *Capillarity—ascend in tubes, sponges, sugar, etc.; also sap in vegetables.*
- f. *Composition of.*

Properties of Matter:

- a. Inertia.
- b. Indestructibility.
- c. Attraction { Adhesion.
Cohesion.
- d. Gravity—laws of the pendulum.

Mechanical Powers:

- a. Lever—three classes.
- b. Wheel and axle.
- c. Pulley.
- d. Incline plane.
- e. Wedge.
- f. Screw.

GRADE B—SEVENTH YEAR.**STUDIES.**

Reading, embracing Spelling, Defining and Analysis of Words, Vocal Culture, Declamation; Physics, Mental and Written Arithmetic, Geography, English Grammar, with exercises in the use of language; United States History (maps shall be drawn, either as a whole or in groups, of the countries studied by the pupils), Drawing, Penmanship, Physics, Composition, Memory Gems, Music and Penmanship, under the teachers of those branches; German, if desired by parents or guardians.

BOOKS.

McGuffey's Revised Sixth Reader, McGuffey's Revised Speller, Ray's Second and Third Arithmetics, Cincinnati Music Reader—Part Third, Harvey's Revised English Grammar, Eclectic Complete Geography, Eclectic United States History, Wurst's German Grammar, Eclectic Industrial Drawing Book No. 7, New Eclectic Copy-Book No. 6, Hotze's First Lessons in Physics (for teachers only), Prose and Poetical Selections (for teachers only).

READING.

Pupils shall read lessons in the Sixth Reader as selected by the Principal, the same to alternate with the study of United States History.

Observe the same general directions as in previous grade.

SPELLING.

Pupils shall be taught to spell all the words found in lessons 150 to 200 of the Revised Spelling Book; also selected words found in their reading lessons.

PENMANSHIP.

They shall practice as directed by the Teachers of Penmanship.

MEMORY GEMS.

The pupils of this grade shall be required to memorize eight lines a week in this subject, and shall be taught to write from memory five lines of each of six selections from the writings of as many authors. (See General Directions.)

MENTAL ARITHMETIC.

Pupils shall study lessons 44, 46, 54, 55 (first twenty examples), 62, 64, 65, 66, 67, 69, 72, 73, of the Intellectual Arithmetic.

WRITTEN ARITHMETIC.

Pupils shall study factoring, cancellation and common fractions of simple numbers; the tables, except fluid and circular measures; the work, except in U. S. money, to be plain reduction, ascending and descending. *Rules and Principles*, the same as problems.

GRAMMAR.

Pupils shall study Harvey's English Grammar from page 25 to page 148. Review the C Grade course. Teach all of the cases; adjectives, descriptive and definite; pronouns, relative and interrogative; all the modes of the verb, except the participle and infinitive; tenses of verb in active and passive voice; auxiliaries; conjugation of the verb; classes of adverbs; prepositions; conjunctions; interjections. Teach the analysis of simple, complex and compound sentences, using only one subordinate clause in the complex sentence, and not more than two members in the compound sentence. Teach adjective and adverbial phrase and clause elements. Teach, by practice, the rules for capitals. Give frequent exercises in the correction of errors of speech. Only the most important remarks and exceptions found in each section are to be taught. Omit sections 46, 47, 48, 49, 50, 56, 66, 99, 110, 112, 115, 117, 118, 121, 125.

COMPOSITION.

I. SENTENCE WRITING (for formal correctness).—(a) Arrangement; (b) variety of expression; (c) accuracy in the use of words.

Exercise 1.—Combine several statements into one sentence. (Besides the ordinary marks of punctuation, attention should be paid to the correct arrangement of the various parts of the sentence.)

Exercise 2.—Change one form of sentence to another—simple to complex; complex to compound, and the reverse. Also change declarative to interrogative, etc.; active to passive voice, and the reverse.

Exercise 3.—Easy synonyms.

Examples: Beat, strike, pound, hit; bind, fasten, fetter, tie; sorry, grieved, pained, etc.

Exercise 4.—Correct use of words: invent, discover; teach, learn; like, love; common, mutual, etc.

Example: A couple of ladies called at the house; for, two ladies called at the house.

Exercise 5.—Paragraphing.

Exercise 6.—Writing of gems, not to exceed six lines, from memory.

II. (a) *Letter writing* continued, *letters of introduction, description of places visited, and pictures seen.*

(b) *Reproduction of stories.*

(c) *Short autobiographies and historical biographies.*

GEOGRAPHY.

Pupils shall study the New Complete Geography, from page 61 to 84, and teach all the definitions included between pages 5 and 19 necessary to a clear understanding of the subject taught.

AMERICAN HISTORY.

Pupils shall study the history of the United States to Part IV. Examinations to be conducted orally.

Written reports shall be forwarded to the Superintendent of Schools, by the Principals, in February and June. These reports shall indicate the *methods of instruction* pursued, and the *results* obtained by each teacher of History.

There shall not be less than two lessons per week. These lessons must be read by the classes. The pupils are required to understand thoroughly what they read.

The teacher is expected to have the text-book read in a correct and natural manner. All monotonous, recitative tones must be avoided.

PHYSICS.

For general directions, see Grade C.

Heat:

- a. Source $\left\{ \begin{array}{l} \text{Sun.} \\ \text{Chemical action.} \\ \text{Friction.} \end{array} \right.$
- b. Expansibility of bodies.
- c. Thermometers.
- d. Transmission through $\left\{ \begin{array}{l} \text{Air.} \\ \text{Liquid.} \\ \text{Solids.} \end{array} \right.$
- e. Absorption.

Sound:

- a. Transmission.
- b. Human voice.
- c. Reflection and interference.
- d. Music sounds.
- e. Telephone.

Light:

- a. Sources $\left\{ \begin{array}{l} \text{Sun.} \\ \text{Combustion.} \end{array} \right.$
- b. Transmission.
- c. Refraction and reflection—mirror.

- d. Defects in the eye—lenses.
- e. Irradiation.
- f. Importance to animal and vegetable life.

Electricity :

- a. Sources { Friction.
Heat.
Chemical action.
- b. Electrification of glass, rubber, sealing wax.
- c. Conduction and insulation.
- d. Magnet—magnetic needle.
- e. Battery—zinc and copper.

MUSIC.

Pupils in Grade B shall carefully review the Course of Study in previous grades, and practice exercises and songs in the Cincinnati Music Reader—Part Third, in the keys of C, G, F, D, and B flat. Singing in three parts shall be commenced in this grade.

DRAWING.

They shall practice as directed by the Teachers of Drawing.

GRADE A—EIGHTH YEAR.

STUDIES.

Reading, including Spelling, Defining, Analysis of Words, Vocal Culture and Declamation; Physics, Mental Arithmetic, completed and reviewed; Written Arithmetic, Geography, United States History, Drawing, Music, Penmanship, Composition, Memory Gems; German, if desired by parents or guardians.

BOOKS.

McGuffey's Revised Sixth Reader, McGuffey's Revised Speller, Ray's New Intellectual and New Practical Arithmetics, Metrical System of Weights and Measures, Cincinnati Music Reader—Part Third, Harvey's Revised English Grammar, Eclectic Complete Geography,* Eclectic History of the United States, Quackenbos' Aid to English Composition, Eclectic Industrial Drawing Book No. 8, New Eclectic Copy-book No. 7, Prose and Poetical Selections (for teachers only).

READING.

Pupils shall read lessons in the Sixth Reader, as selected by the Principal, the same to alternate with the study of United States History. Observe the same general directions as in previous grade.

SPELLING.

Pupils shall be taught to spell all the words found in lessons 200 to 248 of the Revised Spelling Book; also, selected words found in their reading lessons.

* Intermediate Geography will be used for 1885-'86.

PENMANSHIP.

They shall practice as directed by the Teachers of Penmanship. The Business Forms given in the copy-book are to be carefully studied, that they may become familiar to the pupils.

MEMORY GEMS.

The pupils of this grade shall commit to memory eight lines a week in this subject, and shall be taught to write from memory five lines of each of six selections from the writings of as many authors. (See General Directions.)

MENTAL ARITHMETIC.

Pupils shall study lessons 55, 56, 57, 58, 59, 60, 61, 63, 68, 70, 71, 73, 74, 75, 76, 77, 78, 79, 80, of the Intellectual Arithmetic.

PRACTICAL ARITHMETIC.

Pupils shall study percentage and complete square root, omitting *annual interest, exchange and U. S. revenue*; partial payments involving not more than two indorsements, and the *terms* used in U. S. revenue, duties and customs. *Rules and Principles*, the same as problems.

GRAMMAR.

Pupils shall study Harvey's English Grammar from page 136 to page 230. Review incidently the B and C Grade courses. Teach the uses of all the modes and tenses. Teach the practical uses of all the rules of syntax, abridgment, analysis of simple, complex and compound sentences (complex sentences containing one subordinate clause; compound sentences containing two members.) Give frequent exercises in the application of the rules for the use of capitals and marks of punctuation.

Do not teach the most difficult forms of the infinitive and participle, and the peculiar idiomatic and abnormal expressions of the language. Only the most important and useful remarks and exceptions under each section are to be taught.

COMPOSITION.

I. SENTENCE WRITING (for formal correctness).

(a) Arrangement; (b) variety of expression; (c) accuracy in the use of words.

Exercise 1.—See exercises 1, 2, 3, 4, 5 and 6 (gems not to exceed *eight* lines), in B Grade course.

Exercise 2.—Employ *equivalent expressions*—words, phrases or clauses.

Examples: He was a wise man=

He was a man of wisdom (*prudence*).

For man to err in judgment is natural=

It is natural that man should err in judgment.

Shame being lost, all virtue is lost=

When shame is lost, all virtue is lost.

I have no hope *that he will recover*—

I have no hope *of his recovering* (recovery).

Exercise 4.—Avoid redundancy of expression.

Example: Every man *on the face of the earth* has duties to perform; for, Every man has duties to perform.

Emma writes well for a *new* beginner; for, Emma writes well for a beginner.

II. (a) *Letters of introduction, business letters, notes and receipts.*

(b) *Composition from outlines.*

(c) *Short autobiographies and biographical sketches (from outlines).*

GEOGRAPHY.

Pupils shall complete the book.

AMERICAN HISTORY.

Pupils shall complete text-book. Follow directions for Grade B.

MUSIC.

Pupils in this grade shall review the course laid down in B Grade; shall also study exercises and songs in the Cincinnati Music Reader—Part Second, in all the keys there laid down.

DRAWING.

They shall practice as directed by the Teachers of Drawing.

GENERAL DIRECTIONS.

MUSIC.

There shall be no written examination on the theory of Music in any of the grades of the District Schools. Oral examination by the Superintendent of Music shall be held at the close of the year.

MEMORY GEMS.

For the purpose of better moral and literary training, and for practice in declamation, one hour per week shall be given to "Memory Gems" in all the grades of the District and Intermediate Schools. In the English Department of the E, F, G and H Grades, at least eight lines a week must be taught, and in the German-English Department of these grades, four lines. The amount required in A, B, C and D Grades, is eight lines a week. The selections shall be made the subjects of talks or lessons to be given by the teachers. In the upper grades sketches of the lives and writings of the authors should be given, and appropriate selections from their writings read to the pupils. Selections shall be recited from time to time, individually, from the platform. The pupils of A, B, C and D Grades shall be taught to write from memory at least five lines of six different selections from the writings of as many authors, three before and three after the February examination of each year.

TEXT-BOOKS USED
AND
COURSE OF STUDY PURSUED
IN THE
GERMAN DEPARTMENT.

DISTRICT SCHOOLS.

STUDIES.

GRADES H AND G.—Object Lessons, Language Translation Exercises, Reading, Spelling, Writing, Singing and Drawing.

GRADES F AND E.—Object Lessons, Reading and Declamation, Translation, Spelling, Writing, Grammar, Composition, Singing and Drawing.

GRADE D.—Reading and Declamation, Spelling, Writing, Grammar, Translation, Composition.

BOOKS.

The Board to furnish movable German letters for H Grade, and pictures for the instruction in Object Lessons. The pupils shall have uniform writing-books in each grade, and the following Readers:

GRADE G.—Lesebuch fuer Amerikanische Volksschulen, Part First.

GRADE F.—The same, Part Second.

GRADE E.—The same, Part Third.

GRADE D.—Bode's New German Fourth Reader.

OBJECT LESSONS AND LANGUAGE EXERCISES.

GRADE H.—The Object Lessons in this and the next higher grade shall be arranged with regard to the difficulty of the sentences to be used. They shall begin with the simplest and easiest form of sentences, and gradually advance to the more difficult forms in the following order, viz.:

1. Names of objects, given in the forms of sentences.
2. Description of objects in respect to their qualities.
3. Number of objects. Use of the plural form of nouns.

4. Description of two or more objects of the same kind in regard to their qualities.
5. Thorough review exercises in the singular and plural forms of nouns.
6. Parts of objects to be named in sentences.
7. Description of the parts.
8. Comparison of objects in respect to their qualities.
9. Material of objects.
10. Manufacturers of different articles.
11. Place of objects, and their position in regard to other objects. Use of prepositions.
12. Actions. Use of the verbs in the different persons of the present tense.
13. Uses of things.
14. General review—i. e., oral description of any object in the prescribed list in regard to each of the above objects.
15. Short and easy stories and poems.

[REMARK.—No new form of sentence should be attempted before the pupils are familiar with the use of the preceding forms.]

LIST OF OBJECTS.

1. Objects in the school-room.
2. Objects in the dwelling-house.
3. Objects in the street.
4. Parts of the human body.
5. Clothing.
6. Food.
7. Some familiar animals and plants.

GRADE G.—Same as Grade H, but the exercises are to be both oral and written. Words whose orthography is too difficult for the pupils of this grade should be avoided in the written exercises.

GRADE F.—Domestic animals, domestic birds, a reptile, a fish, an insect, some familiar flowers, fruit, articles of food, some tools.

GRADE E.—Six familiar mammals, three birds, two reptiles, a fish, some insects, six to eight familiar plants or flowers, some minerals.

[N. B.—The subjects for Grades G, F and E are to be selected from the respective Readers.]

GRADE D.—Explanations of the Reading Lessons.

READING.

GRADE H.—Reading by sound.

GRADE G.—Through the First Reader. Lessons 36, 38, 42, 44, 46, 47, 79, 82, 86, 92, 99, 103, to be memorized.

GRADE F.—Through the Second Reader, omitting the last five lessons. Lessons 3, 9, 13, 22, 35, 12, 31, 37, 46, 87, to be memorized.

GRADE E.—Through the Third Reader, omitting the first part. Lessons on pages 12, 37, 45, 73, 110, 125, 135, 145, to be memorized.

GRADE D.—Thirty-six selected lessons in the Fourth Reader. Lessons 12, 38, 63, 65, 42, 70, 72, 81, to be memorized.

SPELLING.

GRADE H:

1. Frequent exercises in spelling by sound, to distinguish between similar sounds.
2. Exercises in copying selected words from the blackboard.
3. Dictation of sentences containing selected words.

GRADE G.—Analysis of words by sound and by letters. Exercises in copying and dictation, selected from the First Reader, to be taken in the following order:

1. Same class of words as used in H Grade.
2. Long vowel sounds, indicated by silent *h*.
3. Long *a*, *e*, *o*, indicated by doubling these letters.
4. Short vowel sound, indicated by two or more final consonants.
5. Short vowel sound, without indication.

GRADE F.—Continued exercises in spelling, copying and dictation; the material to be taken from the Second Reader, and to be used in the same order as in G Grade.

6. Distinction between *g* and *gg*.
7. Exercises with such combinations of consonants as are easily confounded.

GRADE E.—Continuation of the former exercises; material to be taken from the Third Reader.

8. Homophonous words.

GRADE D:

9. Letters and combinations of letters not frequently used.
10. Abstract nouns and adjectives used as nouns.

GRAMMAR.

The instruction in Grammar in the District Schools shall consist chiefly in a systematically arranged series of oral and written exercises in the correct use of the language, the material to be taken from the Object and Reading Lessons of the respective grades, with proper regard to the distinct and correct pronunciation and to the orthography of the words used in the written exercises.

Technical terms are to be avoided as much as possible.

GRADE F:

1. Distinction of nouns, adjectives and verbs.
2. Names of months, years and seasons.
3. Accusative case of nouns, used as the objects of transitive verbs.
4. Genitive case of nouns in describing the parts of objects.
5. Dative case of nouns, used as the objects of certain selected verbs.
6. Comparison of adjectives.
7. Conjugation of verbs in the present tense of the indicative mode, active voice.
8. The following prepositions in connection with nouns and pronouns, viz.: *durch*, *für*, *gegen*, *um*, *ohne*, *mit*, *nach*, *bei*, *von*, *zu*, *aus*.
9. Declarative, interrogative, exclamatory and imperative sentences.
10. Use of the period, the interrogation point and the exclamation point.

GRADE E:

1. Review of the F Grade course.
2. Distinction of the subject, object and predicate, in simple sentences.
3. Exercises in the different cases of nouns in connection with adjectives.
4. Exercises in the different cases of personal and interrogative pronouns.
5. Conjugation of verbs in the present, past and future tenses of the indicative mode, active voice.
6. Exercises with a number of selected verbs and adjectives governing the dative case.
7. Exercises with a number of selected verbs requiring an object in the accusative and one in the dative case.
8. Exercises in the derivation of words:
 - (a) Formation of nouns by means of the suffixes, *er*, *in*, *den*, *lein*, *ei*.
 - (b) Formation of adjectives with the suffixes, *en*, *ern*, *ig*, *ich*, *lich*, *bar*, *sam*, *haft*.

GRADE D:

1. Review of the F and E Grade courses.
2. Compound words and their definitions.
3. Conjugation of verbs in all the tenses of the indicative mode, active voice.
4. Exercises with a number of selected verbs and adjectives governing the dative or accusative case.
5. Exercises with verbs requiring two objects.
6. Exercises with all the prepositions, except those governing the genitive case.

COMPOSITION.

GRADE F.—Description of subjects treated in the Object Lessons.

Description of pictures.

Reproduction of stories.

GRADE E.—The same kind of exercises.

Transposition of poetry into prose.

GRADE D.—The same kind of exercises as in Grades F and E.

[REMARK.—The pupils of Grade D should be frequently required to write descriptions of objects and pictures in the form of letters.]

TRANSLATION.

In connection with the Grammar of each grade. (See Syllabus, which is published in pamphlet form for use of teachers.)

WRITING.

GRADE H.—They shall be taught to write, in neat and legible hand, on their slates, the letters and any of the words which they are required to spell.

GRADE G.—They shall be taught to write with pen and ink all the small letters, and to combine them into words.

GRADES F, E AND D.—They shall be taught to write with pen and ink, neatly and legibly, all the capitals and words and sentences from copy and at dictation.

INTERMEDIATE SCHOOLS.

STUDIES.

GRADES B AND C.—Reading, Declamation, Orthography, Penmanship, Grammar, Composition, Translation.

GRADE A.—Reading, Declamation, Orthography, Grammar, Composition, Translation, an abstract of the History of German Literature.

BOOKS.

GRADE C.—Uniform Writing Books, Bode's New German Fifth Reader.

GRADES A AND B.—Grammar, Becker's Leitfaden (for teachers), Bode's New German Fifth Reader (for Grade B), Plate's Praktische Deutsche Sprachlehre—Part Second (for pupils), Hailman's Literary Reader; also, for Anglo-American pupils, Speier's New German Spelling Book.

DIRECTIONS TO TEACHERS.

GRADE C.—*Composition and Object Lessons.*—Pupils shall be taught to write a number of descriptions, stories and letters, and to transform poems into prose.

Reading—Twenty-four Lessons.—Pupils shall review the rules for the use of silent letters, and they shall be taught to spell any word, and to write at dictation any sentence in their Reading and Object Lessons, Compositions and Translation, and to spell such words as are alike or similar in sound, but different in orthography and signification.

Grammar.—They shall review the Course of the District Schools, and shall be taught to analyze simple, compound and complex sentences, and to parse the words therein. In their translations they shall be taught the similarities and differences of the English and German Grammars.

Translation.—Lessons from their Reader.

GRADES A AND B.—Translations shall be made, in part, from the exercises in Plate's Grammar. After the compositions have been corrected, the model compositions prepared by the teachers are to be translated into English. In the same manner, the English compositions, after being corrected, shall be translated into German from the model composition furnished by the English teachers.

TEXT-BOOKS

AUTHORIZED FOR USE IN THE

DISTRICT AND INTERMEDIATE SCHOOLS OF CINCINNATI.

ENGLISH.

McGuffey's Revised Primer, boards.....	\$0 15
McGuffey's Revised First Readers.....	17
McGuffey's Revised Second Readers.....	30
McGuffey's Revised Third Readers.....	42
McGuffey's Revised Fourth Readers.....	50
McGuffey's Revised Fifth Readers.....	72
McGuffey's Revised Sixth Readers.....	85
McGuffey's Revised Speller.....	17
Ray's New Intellectual Arithmetic.....	25
Ray's New Practical Arithmetic.....	50
Eclectic Elementary Geography.....	55
Eclectic Complete Geography.....	1 10
Harvey's Revised English Grammar.....	65
Harvey's Elementary Grammar and Composition.....	42
Eclectic United States History.....	1 00
Eclectic New Copy Books.....	10
The Cincinnati Music Readers, Part I.....	15
The Cincinnati Music Readers, Part II.....	15
The Cincinnati Music Readers, Part III.....	35
Eclectic Industrial Drawing Cards.....	5
Eclectic Industrial Drawing Books No. 1.....	10
Eclectic Industrial Drawing Books No. 2.....	10
Eclectic Industrial Drawing Books No. 3..	10

Eclectic Industrial Drawing Books No. 4.....	\$0 15
Eclectic Industrial Drawing Books No. 5.....	15
Eclectic Industrial Drawing Books No. 6.....	17
Eclectic Industrial Drawing Books No. 7.....	17
Eclectic Industrial Drawing Books No. 8.....	17
Eclectic Industrial Drawing Books No. 9.....	17
Eclectic Practice Drawing Books.....	5

GERMAN.

New First German Reader	\$0 25
New Second German Reader.....	35
New Third German Reader.....	55
New Fourth German Reader.....	65
New Fifth German Reader	90
Heilman's German Reader.....	1 00
Speiser's New German Spelling Book.....	15
Plate's Grammar, Part I	35
Plate's Grammar, Part II	45
P. D. & S. Copy Books, each.....	6

TEXT-BOOKS USED
AND
COURSE OF STUDY PURSUED
IN THE
CINCINNATI HIGH SCHOOLS.

[The figures opposite the several branches of study indicate the number of recitations per week.]

GRADE D.

FIRST SESSION.

CLASSICAL.	TECHNOLOGICAL.	GENERAL.
Latin 5	Advanced German or English Analysis 5	Latin 5
Algebra 4	Algebra 4	Algebra 4
History 4	History 4	History 4
Composition and Elocution 2	Composition and Elocution 2	Composition and Elocution 2
Drawing (optional) 1	Drawing (optional) 1	Drawing (optional) 1

SECOND SESSION.

Latin 5	Advanced German or English Analysis 5	Latin 5
Algebra 4	Algebra 4	Algebra 4
History 4	History 4	History 4
Composition and Elocution 2	Composition and Elocution 2	Composition and Elocution 2
Drawing (optional) 1	Drawing (optional) 1	Drawing (optional) 1

GRADE C.

FIRST SESSION.

CLASSICAL.	TECHNOLOGICAL.	GENERAL.
Latin 5	German or French 4	Latin 4
Greek 5	Algebra 4	German, French or Algebra 4
Algebra 3	History 3	History 3
Composition and Elocution 2	Physiology 2	Physiology 2
Drawing (optional) 1	Composition and Elocution 2	Composition and Elocution 2
	Drawing (optional) 1	Drawing (optional) 1

SECOND SESSION.

Latin 5	German or French 4	Latin 4
Greek 5	Botany 3	German, French or Botany 3
Geometry 5	Rhetoric 2	French or Rhetoric 2
Composition and Elocution 2	Geometry 5	Geometry 5
Drawing (optional) 1	Composition and Elocution 2	Composition and Elocution 2
	Drawing (optional) 1	Drawing (optional) 1

GRADE B.

FIRST SESSION.

Latin 5	German or French 5	Latin 5
Greek 5	Geometry 4	German, French or Geometry 4
Geometry 4	English Literature 3	English Literature 3
Natural Philosophy 1	Natural Philosophy 4	Natural Philosophy 4
Composition and Elocution 2	Composition and Elocution 2	Composition and Elocution 2
Drawing (optional) 1	Drawing (optional) 1	Drawing (optional) 1

SECOND SESSION.

Latin 5	German or French 5	Latin 5
Greek 5	English Literature 3	German, French or Trigonometry 4
Trigonometry 4	Trigonometry 4	English Literature 3
Ancient History 1	Natural Philosophy 4	Natural Philosophy 4
Composition and Elocution 2	Composition and Elocution 2	Composition and Elocution 2
Drawing (optional) 1	Drawing (optional) 1	Drawing (optional) 1

GRADE A.

FIRST SESSION.

CLASSICAL.	TECHNOLOGICAL.	GENERAL.
Latin 5	German or French 5	Latin 5
Greek 5	English Literature 3	English Literature 3
Chemistry 4	Chemistry 4	Chemistry 4
Ancient History 1	Spherical Geometry and Trigonometry or Geology 4	Astronomy or Geology 4
Composition and Elocu- tion 2	Composition and Elocu- tion 2	Book-keeping (optional) .. 2
Drawing (optional) 1	Drawing (optional) 1	Composition and Elocu- tion 2
		Drawing (optional) 1

SECOND SESSION.

Latin 5	German or French 4	Latin 4
Greek 5	English Literature 3	English Literature 3
Review 5	Chemistry 4	Chemistry 4
Composition and Elocu- tion 2	Review of Mathematics... 4	Surveying or Zoölogy 4
Drawing (optional) 1	Constitution of United States (optional) 2	Constitution of United States (optional) 2
	Composition and Elocu- tion 2	Composition and Elocu- tion 2
	Drawing (optional) 1	Drawing (optional) 1

In all grades Rhetoric is to be taught in connection with Composition.
Natural Philosophy and Chemistry are to be taught from a Syllabus.

REGULAR LATIN.

GRADE D.

First Term—Allen's New Latin Method. Twelve Lessons. Exercises, pages 169 to 190.

Second Term—Allen's New Latin Method to 31st Lesson. Exercises, pages 190 to 210.

GRADE C.

First Term—Cæsar, first 35 sections of First Book. First 10 Exercises of Jones' Latin Prose Composition.

Second Term—Through Second Book of Cæsar. To the 21st Exercise of Jones' Latin Prose Composition.

GRADE B.

First Term—First two Books of the Æneid, with the necessary rules of Prosody. To the 31st Exercise of Jones' Latin Prose.

Second Term—Third, Fourth, and Fifth Books of the Æneid. Complete Jones' Latin Prose.

GRADE A.

First Term—First and Second Oration against Catiline, and First 10 Sections of Manilian Law. Review Jones' Latin Prose.

Second Term—Finish Manilian Law and the Oration for Archias. Latin Composition from the text read.

COLLEGE LATIN.

GRADE D.

Same as regular Latin Course.

GRADE C.

First Term—45 sections of First Book of Cæsar. First 10 Exercises of Jones' Latin Prose.

Second Term—Complete First Book of Cæsar, and take the Second and Third Books. From the 11th to the 21st Exercise of Jones' Latin Prose.

GRADE B.

First Term—First 2 Books in Virgil's *Æneid*, with the necessary rules of Prosody. To the 31st Exercise of Jones' Latin Prose.

Second Term—Third, Fourth and Fifth Books of Virgil. Complete Jones' Composition.

GRADE A.

First Term—Sixth Book of Virgil, and three orations in Cicero. Review Jones' Composition.

Second Term—Three additional orations in Cicero, and Fourth Book of Cæsar. Latin Composition from the text read.

GREEK.

GRADE C.

First Term—Boise's Greek Lessons to Section 29, and Goodwin's Greek Grammar.

Second Term—Boise's Greek Lessons completed, and the First Chapter of Xenophon's *Anabasis*, or first five pages of Goodwin's Greek Reader.

GRADE B.

First Term—First Book of Xenophon's *Anabasis*, or the first 54 pages of Goodwin's Greek Reader. Jones' Greek Composition to the 11th Lesson.

Second Term—Second and Third Books of Xenophon's *Anabasis*, or to page 94 of Goodwin's Greek Reader, and Jones' Greek Composition to 20th Lesson.

GRADE A.

First Term—Fourth Book of Xenophon's *Anabasis*, or to page 112 of Goodwin's Greek Reader, and the First Book of the *Iliad*. Jones' Greek Composition to 30th Lesson.

Second Term—Second and Third Books of the *Iliad*, omitting the Catalogue of Ships. Jones' Greek Composition completed.

COURSE OF PURE MATHEMATICS.

GRADE D.

ALGEBRA—First Term—All simple Rules, including Binominal and Multinomial Theorems, Factoring complete, etc., to the Greatest Common Divisor.

ALGEBRA—Second Term—To the Cube Root of Algebraic Quantities in the text-book (Ray's Algebra, Part II).

GRADE C.

ALGEBRA—First Term—Through Quadratics.

GEOMETRY—Second Term—Three Books (Davies' Legendre).

GRADE B.

GEOMETRY—First Term—Through three additional books, with the application of the General Scholia of the Seventh and Eighth Books.

TRIGONOMETRY—Second Term—Plane and Analytical, including the measurement of Heights and Distances.

GRADE A.

GENERAL COURSE—Second Term—Surveying.

TECHNOLOGICAL COURSE—First Term—Spherical Geometry and Trigonometry.

TECHNOLOGICAL COURSE—Second Term—Review of the whole Mathematical Course.

CHEMISTRY.

GRADE A.

First Session—Lectures and Recitations on the useful Non-Metals, and select experiments on them by the class.

Second Session—Lectures and Recitations on the Common Metals, and select experiments on them by the class. Text-book at the option of the teacher.

PHYSICS.

GRADE B.

First Session—Lectures and Recitations on the Principles and Forces of Matter and Mechanics of Solids.

Second Session—Lectures and Recitations on Mechanics of Liquids and Gases, Light and Heat.

ZOÖLOGY.

GRADE C.

First Session—Tenney. The entire book.

GEOLOGY.

GRADE A.

Second Session—Dana. The entire book.

BOTANY.

GRADE D.

Second Session—Analysis of twenty-five Genera of Plants. Text-book, Wood's Botanist and Florist.

CONSTITUTION OF UNITED STATES.

GRADE D.

Second Session—Text of the Constitution.

BOOK-KEEPING.

GRADE A.

First Session—Five Sets of Books. Double Entry. Nelson.

GERMAN—I. ADVANCED COURSE.

GRADE D.

First Term—Otto's German Grammar, Part First; selections from Dietlein's Lesebuch.

Second Term—Otto's Grammar, Part Second; Dietlein.

GRADE C.

First Term—Schiller's "William Tell," Acts I and II; Joynes' Otto's Exercises for Translating English into German, 40 Lessons; selections from Dietlein.

Second Term—Schiller's "Tell," Acts III, IV and V; Joynes' Otto's Exercises, Lessons 41-66; Dietlein.

GRADE B.

First Term—Goethe's "Iphigenie," Acts I and II; Joynes' Otto's Exercises for Translating English into German, pages 66-90; selections from Dietlein.

Second Term—Goethe's "Iphigenie," Acts III, IV and V; Joynes' Otto's Exercises, pages 90-120; Dietlein.

II. BEGINNING COURSE.

GRADE C.

First Term—Otto's German Grammar, through Regular Verb, pages 1-145.

Second Term—Otto's Grammar, pages 145-213; Reader.

GRADE B.

First Term—Otto's Grammar, Part First, pages 145-292; Reader.

Second Term—Otto's Grammar, Part Second; Reader.

GRADE A.

First Term—Schiller's "William Tell," Acts I and II; Joynes' Otto's Exercises for Translating English into German, 40 Lessons; Reader.

Second Term—Schiller's "Tell," Acts III, IV and V; Joynes' Otto's Exercises, Lessons 41-66; Reader.

GERMAN—ENGLISH STUDENTS OF GERMAN.

GRADE D.

First Session—Otto's German Conversation; Grammar, through Regular Verbs.

Second Session—Otto, through Irregular Verbs.

GRADE C.

First Session—Otto's German Conversation; Grammar, through Part First; Selections in Reading from Hailman's Reader; Composition.

Second Session—Otto, finished; Reading from Hailman's Reader; Composition.

GRADE B.

Both Sessions—Schiller's "William Tell;" Composition.

GRADE A.

Both Sessions—Goethe's "Iphigenie;" Composition and Conversation.

ADVANCED STUDENTS IN GERMAN.—Pupils who have studied German through the Intermediate Schools receive instruction in German Grammar and Composition. They have exercises in Translation from German into English and from English into German. Suitable pieces of Poetry are analyzed and committed to memory.

FRENCH.

GRADE C.

First Session—Duffet's Method, Part First.

Second Session—Duffet's Method, Part First completed; Brunner's Reader, completed.

GRADE B.

First and Second Sessions—Duffet's Method, Part Second completed; Brunner, continued; "Le Village," by Octave Feuillet.

GRADE A.

First Session—Le Bourgeois Gentilhomme (Moliere).

Second Session—Le Misanthrope and Les Femmes Savantes (Moliere). Composition and Conversation throughout the Course.

DRAWING.

Constructive Drawing and Designing in all the Grades. Themes and copies given by the instructor.

ENGLISH LITERATURE.

GRADE B.

First Session—Five selected essays of Addison; Epistles I and II, "Essay on Man;" "Cotter's Saturday Night," "Tam O'Shanter," "The Deserted Village," Gray's "Elegy," "Progress of Poesy," Bard.

Second Session—Book II of "The Task;" "The Prisoner of Chillon;" Book I, "Excursion;" four selected chapters of "Fair Maid of Perth;" "Rip Van Winkle;" Macaulay's essay on "Pilgrim's Progress."

GRADE A.

First Session—Smith's Studies in English Literature.

Second Session—Smith's Studies in English Literature.

MENTAL SCIENCE.

GRADE A.

Second Session—Champlin, completed.

PHYSIOLOGY.

GRADE D.

First Session—To page 176, and chapters on the Eye and Ear.

HISTORY.

GRADE D.

First Term—Thalheimer's to page 82.

Second Term—Thalheimer's to page 153.

GRADE C.

First Term—Thalheimer's to page 224.

Second Term—Thalheimer's finished and reviewed.

TEXT-BOOKS IN HIGH SCHOOLS.

<i>Astronomy,</i>	Peabody's Astronomy, A Grade.
<i>Book-keeping,</i>	Nelson's Book-keeping, A Grade.
<i>Botany,</i>	Wood's Botany, D Grade.
<i>Chemistry,</i>	Roscoe's Chemistry, A Grade.
<i>French,</i>	{ Duffet's French Method, Part I, C Grade. { Duffet's French Method, Part II, B Grade. { Brunner's Reader, C Grade. { Feuillet's "Le Village," B Grade. { Moliere, A Grade. { Freeman's French Verbs.
<i>Geology,</i>	Dana's Geology, B Grade.
<i>German,</i>	{ Otto's German Grammar, D, C and B Grades. { Perlen Deutscher Dichtungen, all Grades. { William Tell (Schiller), C and A Grades. { Iphigenie (Goethe), B Grade.
<i>Greek,</i>	{ Boise's First Lessons in Greek, C Grade. { Hadley's or Goodwin's Greek Grammar, all Grades. { Anabasis, C and B Grades. Text-book optional. { Homer's Iliad, A Grade. { Jones' Greek Prose Composition, A and B Grades. { Goodwin's Greek Reader, B and C Grades.
<i>History,</i>	Thalheimer's General History, D and C Grades.
<i>Latin,</i>	{ Allen's New Latin Method, D Grade. { Allen & Greenough's Latin Grammar, all Grades. { Cæsar, C Grade. Text-book optional. { Virgil, A and B Grades. Text-book optional. { Cicero, A Grade. Text-book optional. { Jones' Latin Prose Composition, A, B and C Grades.
<i>Mathematics,</i>	{ Ray's Higher Algebra, D and C Grades. { Ray's Test Problems in Algebra, D and C Grades. { Davies' Legendre (Geometry and Trigonometry), C and B Grades. { Davies' Surveying, A Grade.
<i>Music,</i>	The Choralist's Companion, all Grades.
<i>Philosophy,</i>	{ Mental—Champlin's Mental Philosophy, A Grade. { Natural—Norton's Natural Philosophy, B Grade.
<i>Physiology,</i>	Hutchinson's Physiology, D Grade.
<i>Rhetoric and Literature,</i>	{ Swinton's Manual of Composition, D and C Grades. { Hepburn's Rhetoric, C Grade. { English and American authors, B Grade. { Smith's Studies in English Literature, A Grade. { Eclectic Sixth Reader, D Grade.
<i>Zoölogy,</i>	Tenney's Elements of Zoölogy, C Grade.

GAINES SCHOOL COURSE OF STUDY
OF THE
HIGH SCHOOL DEPARTMENT
AND
PROPOSED CHANGES.

GRADE D.

STUDIES.

Latin or German, History, Algebra, Arithmetic—reviewed, Physiology, Literature, Elocution, Composition, Rhetoric, Drawing, Music.

TEXT-BOOKS.

Harkness' Arnold's First Latin Book, Harkness' Latin Reader, Ahn's First and Second Book of German, Thalheimer's General History, Royse's American Literature, Hart's Rhetoric, Ray's Higher Algebra, Loomis' Elements of Anatomy and Physiology, Choralist's Companion, Eclectic Drawing Books.

FIRST TERM.

Latin (4) to page 110 First Latin Book.

Ahn's First and Second Book of German.

Algebra (4), all fundamental rules and definitions, theorems, factoring, fractions, to Article 140.

Arithmetic (4).

History (4) to page 126.

Composition and Rhetoric (1) to Chapter 3 in text-book.

Literature (1), Poets of America—completed.

Elocution (1); Music (1); Drawing (1).

SECOND TERM.

Latin (4) to page 174 in First Latin Book; to page 65 in Reader.

Ahn's First and Second Book of German.

Algebra (4) to Article 195.

Arithmetic (4).

History (4) to page 247.

Physiology (4)—completed.

Composition and Rhetoric (1) to Chapter 4 of the text-book.

Literature (1), Prose Writers of America—completed.

Elocution, Drawing and Music as before.

GRADE C.

STUDIES.

Latin or German, French or Greek, History, Algebra, Zoölogy, Physical Geography.

TEXT-BOOKS.

Same as before for subjects continued. Introduced are: Latin Selections (Phædrus, Justin, Nepos), Ahn's French Method—1st course, Otto's German Grammar, Storme's German Stories, Brunner's French Reader, Boise's Greek Lessons, Hadley's Elements of Greek Grammar, Goodwin's Greek Reader, Collier's History of English Literature, Nicholson's Zoology, Guyot's Physical Geography.

FIRST TERM.

Latin (4), First Latin Book—completed; Reader—completed.

Greek (4), Boise's Greek Lessons to Section 29; Grammar to paragraph 196.

German (4), Otto's German Grammar to page 207.

German Reader—selections.

French (4), Ahn's Method to page 52.

Algebra (4) from paragraph 195 to 239, inclusive.

History (4)—completed.

Physical Geography (4) to part IV.

Literature (1), British Poetry of the Nineteenth Century.

Composition and Rhetoric (1) to Chapter 7 of text-book.

Elocution, Drawing, Music, etc., as before.

SECOND TERM.

Latin (4), Fables of Phædrus and First Book of the Life of Alexander; First Latin Book—reviewed.

Greek (4), Boise's Greek Lessons—completed.

Hadley's Elements of Grammar to paragraph 301.

Goodwin's Reader to page 6.

German (4), Otto's German Grammar to page 292.

German Reader—selections

Ahn's First Course of French (4)—completed.
 Brunner's Reader—selections.
 Zoology (4)—completed.
 Algebra (4)—Article 240 to 280.
 Physical Geography (4)—completed.
 Literature (1), British Prose of the Nineteenth Century.
 Rhetoric and Composition—text-book completed.
 Music, Drawing, Elocution, etc., as before.

GRADE B.

STUDIES.

Latin, German, French, Greek, Geometry, Book-keeping, Physics, Mental Philosophy, English Grammar, etc.

TEXT-BOOKS.

As before for subjects continued. Introduced are: Nelson's Book-keeping, Norton's Philosophy, Day's Elements of Psychology, Harkness' Cæsar, Davies' Legendre, Ahn's Second Course of French.

FIRST TERM.

Latin (4), selections—completed.
 Greek (4), fifty-four pages of Reader; Grammar reviewed and completed to paragraph 337.
 German (4), Otto's German Grammar to page 342.
 German Reader—selections.
 French (4), Ahn's Second Course to page 59.
 Brunner's Reader—selections.
 Geometry (4), three books.
 Book-keeping (4)—completed.
 Mental Philosophy (3) to Chapter 9, Book 2.
 English Grammar reviewed (1).
 Literature (1), British Poets from the Restoration to the Nineteenth Century.
 Rhetoric and Composition, by essays, criticisms, etc.
 Music, Drawing and Elocution as before.

SECOND TERM.

Latin (4), Cæsar, 3 books—with grammatical analysis.
 Greek (4) Reader to page 94.
 German (4), Otto's German Grammar—completed.
 German Reader—selections.
 French (4), Ahn's Second Course completed.
 Le Bourgeois Gentilhomme.
 Physics (4), Chapters 1, 2, 3, 4, 5 and 6.
 Mental Philosophy (2)—completed.

Geometry (4), three additional books, with general scholia of 7th and 8th books.

Literature (1), British Prose Writers from Restoration to Nineteenth Century.

English Grammar (2)—completed.

Rhetoric (1) as in preceding term.

Music, Drawing, Elocution, etc., as before.

GRADE A.

STUDIES.

Latin, German, French, Greek, Astronomy, Physics, Botany, Geology, Chemistry, Constitution of United States, Trigonometry and Mensuration.

TEXT-BOOKS.

Same as before for continued studies. Introduced are: Cicero's Orations, Chase and Stewart's; Virgil, Searings'; Ray's Astronomy, Dana's Geology, Youman's Chemistry, Wood's Botanist and Florist, Andrew's Manual of the Constitution.

FIRST TERM.

Latin (4), First and Second Orations Against Catiline; first ten sections of the Manilian Law.

Greek Reader to page 121.

German (4), Composition, Conversation, Goethe's "Goetz Von Berlichingen."

French (4), Voltaire's Charles XII.

Geology (3)—completed, by Syllabus.

Physics (4)—completed.

Trigonometry (4), Plane and Analytical, including measurement of heights and distances; Mensuration.

Astronomy (4) to Chapter 12.

Literature (1), British Poets from the earliest ages to the Restoration.

Constitution of the United States (1).

Composition and Rhetoric as in preceding term.

Music, Drawing and Elocution as before.

SECOND TERM.

Latin (4), Æneid, 3 books.

Greek (4) Reader to page 156.

German (4) as in preceding term.

French (4) as in preceding term.

Chemistry (4)—completed, by Syllabus.

Botany (4)—completed.

Astronomy (4)—completed.

Constitution (4)—completed.

Literature (1), British Prose Writers from the origin of English Literature to Restoration.

Composition and Rhetoric as in preceding term.

Music, Drawing and Elocution as before.

The figures following each study indicate the number of lessons per week.

The following studies are taught by syllabus: Chemistry, Geology.

In the first year the pupil is required to choose between Latin and German, and is required to adhere to his choice through the remaining grades.

In the second year he is permitted to choose between French and Greek.

A graded review of Arithmetic, Geography and Grammar is maintained throughout the course.

COURSE OF STUDY
IN THE
SCHOOL FOR DEAF-MUTES.

FIRST YEAR.

Latham's First Lessons for Deaf-Mutes.

SECOND YEAR.

Jacob's Part Second (for Deaf-Mutes).
Penmanship.

THIRD YEAR.

Keep's School Stories.
Cornell's First Steps in Geography.
Penmanship.

FOURTH YEAR.

Goodrich's Child's History of the United States.
Cornell's Primary Geography.
Penmanship.
Arithmetic—Simple Rules.
Composition—Simple Sentences.
Object Lessons.

FIFTH, SIXTH AND SEVENTH YEARS.

Cornell's Intermediate Geography.
Swinton's History of the United States.
Watson's Fourth Reader.
White's Intermediate Arithmetic.
Penmanship.
Composition.
Drawing.
Object Lessons.

[The more advanced pupils to use the usual text-books in the schools.]

QUESTIONS SUBMITTED
TO THE
VARIOUS GRADES OF THE HIGH SCHOOLS
AT THE
ANNUAL EXAMINATIONS.

GRADE A—TWELFTH YEAR.

LATIN (College and Regular).

SELECT TEN.

1. Write in Latin the date of this examination (May 12, 1885).

Translate: Vehementer autem *pertinere* ad bella administranda, quid hostes, quid socii, de imperatoribus nostris *existiment*, quis ignorat, cum *sciamus* homines in tantis rebus, ut aut *contemnunt* aut metuant, aut oderint aut ament, opinione non minus et fama quam aliqua ratione certa commoveri?

2. Explain the subjunctives italicized; the construction of the infinitive *pertinere*.

3. Give some account of the following and their connection with Mithradates: Lucullus; Glabrio; Murena; Sulla; Sertorius.

4. Name in order the five technical divisions of the oration De Imper. Cn. Pomp. Subdivide and analyze briefly the third division. (Not more than half a page.)

5. Translate:

Quia suppeditat nobis, ubi et animus ex hoc forensi strepitu reficiatur et aures convicio defessae conquiescant. *An tu existimas*

suppetere nobis posse, quod quotidie dicamus in tanta varietate rerum nisi animos nostros doctrina excolamus. Ego vero fateor me his studiis esse deditum: *quid* me pudeat.

6. How can *an* stand at the beginning of a single question? Explain the construction of *quid*. Explain briefly the charge brought against Archias and its refutation by Cicero. Why does Cicero speak of him as A. Licinius and not Archias?

7, 8. Write in Latin:

Of all the orations of Cicero none is more worthy of being read, none more suitable for a most careful analysis¹ than the one in which he advocated² before the Roman people the appointment of Pompey to the command of the Mithradatic war. There is no doubt but that his opponents³ were excellent men who had devoted themselves from early youth to the study of oratory; and furthermore we know that their arguments in this case were sound.⁴ The greater then the difficulty he met, the more ought we to praise Cicero.

¹ Use perscrutor-ari. ² Suadeo-ere. ³ Adversarius. ⁴ Optimus.

9, 10. Translate at sight:

Quem ad modum hoc accepturas nationes externas, quem ad modum hujus tui facti famam in regna aliorum atque in ultimas terras perventuram putasti, cum audirent a praetore populi Romani in provincia violatum regem, spoliatum hospitem, ejectum socium populi Romani atque amicum? Nomen vestrum populi Romani odio atque acerbitati scitote nationibus exteris, iudices, futurum, si istius haec tanta injuria impunita discesserit. Sic omnes arbitrabuntur, praesertim cum haec fama de nostrorum hominum avaritia et cupiditate percubuerit,¹ non istius solius hoc esse facinus sed eorum etiam qui approbarint.

¹ Spread abroad.

11. Translate:

Namque sub Oebaliae memini me turribus altis,
Qua niger humectat flaventia culta Galaesus,
Corycium vidisse senem cui pauca relict
Jugera ruris erant, nec fertilis illa juvencis,

Nec pecori opportuna seges nec commoda Baccho,
Hic rarum tamen in dumis olus albaque circum
Lilia verbenasque premens vescumque papaver
Regum aequabat opes animis seraque revertens
Nocte domum dapibus mensas onerabat inemptis.

Give another name for *Oebalia*. Explain *Commoda Baccho*.

12. Write in Latin:

If there be any in this assembly, any dear friend of Cæsar's, to him I say, that Brutus' love to Cæsar was no less than his. If then that friend demand, why Brutus rose against Cæsar, this is my answer,—Not that I loved Cæsar less, but that I loved Rome more. Had you rather Cæsar were living, and die all slaves; than that Cæsar were dead, to live all freemen?

GREEK.

- I. Ἄλλ' ὅτε δὴ μύθους καὶ μῆδεα πῶσιν ὕφαινον,
 ἦτοι μὲν Μενέλαος ἐπιτροχάδην ἀγόρευεν,
 214 παῦρα μὲν, ἀλλὰ μάλα λγέως· ἐπεὶ οὐ πολὺμυθος,
 οὐδ' ἀφαμαρτοεπής, ἣ καὶ γένει ὕστερος ἦεν.
 Ἄλλ' ὅτε δὴ πολὺματις ἀναίξειεν Ὀδυσσεύς,
 217 στάσκειν, ὑπαὶ δὲ ἴδεσκε, κατὰ χθονὸς ὄρματα πῆξας,
 σκῆπτρον δ' οὔτ' ὀπίσω οὔτε προπρηγνὲς ἐνώμα,
 ἀλλ' ἀστεμφές ἔχεσκειν, αἰδοῖ φῶτι ἐοικώς·
 220 φαίης κε ζάκοτόν τέ τιν' ἐμμεναι, ἄφρονά τ' αὐτως·
 ἀλλ' ὅτε δὴ ῥ' ὅπα τε μεγάλῃν ἐκ στήθεος ἵει,
 καὶ ἔπεα νηάδεσσιν ἐοικότα χειμερίησιν,
 οὐκ ἂν ἔπειτ' Ὀδυσῆϊ γ' ἐρίσσειε βροτὸς ἄλλος.

II. Literal meaning of ὕφαινον? Derivation of ἐπιτροχάδην, ἀφαμαρτοεπής, ἀστεμφές, ζάκοτόν?

III. Scan lines 214, 217, and 220, pointing out any peculiarities in the scanning.

- IV. Ἄλλοι μὲν ῥ' ἔζοντο, ἐρήτυθεν δὲ καθ' ἑῶρας·
 θερσίτης δ' ἔτι μῶνος ἀμετροεπὴς ἐκολψά,
 ὅς ῥ' ἔπεα φρεσὶν ἦσιν ἄκοσμά τε πολλὰ τε ἤδη,
 μάψ, ἀτὰρ οὐ κατὰ κόσμον, ἐριζέμεναι βασιλεῦσιν,
 ἀλλ' ὅ,τι οἱ εἶσατο γελοῖον Ἀργείοισιν
 ἐμμεναι. Αἰσχιστος δὲ ἀνὴρ ὑπὸ Ἰλίου ἦλθεν·
 φοιχὸς ἔην, χῳλὸς δ' ἕτερον πόδα· τῷ δὲ οἱ ὦμων
 κυρτώ, ἐπὶ στήθεος συνοχωκότε· αὐτὰρ ὕπερθεν
 φοξὸς ἔην κεφαλῇν, ψεδνῇ δ' ἐπενήνοθεν λάχνη.
 ἐχθιστος δ' Ἀχιλῆϊ μάλιστ' ἦν ἡδ' Ὀδυσῆϊ·
 τῷ γάρ νεικέεσκε· τότε αὐτ' Ἀγαμέμνωνι δίφῳ
 ὀξέα κεκληγῶς λέγ' ὀνειδέα· τῷ δ' ἂρ' Ἀχαιοὶ
 ἐκπάγλως κοτέοντο, νειέσσηθεν τ' ἐνὶ θυμῷ.

V. Give Attic forms for ἐρήτυθεν, μῶνος, ἦσιν, ἐριζέμεναι, ἐμμεναι.

VI. Peculiarity in form of συνοχωκότε? Latin synonymn of κυρτώ? Latin idiom corresponding to χωλὸς ἕτερον πόδα? Derivation of ἀμετροσπής? Compare ἐχθιστος.

VII. What was the occasion of the harangue of Thersites? How does the Homeric use of the article differ from the Attic? How is the iterative of the verb formed? Give reasons for supposing that the Digamma was still in use when the Homeric poems were composed.

VIII. Write in Greek:

As the fire consumes the buildings in a great city, and the gleam (αἴγλη) is seen from afar, so in the plain, in the cloud of dust (κόρυς), was seen the gleam of the armor of the king leading the conquering host (πληθός).

GREEK HISTORY.

1. Give origin of the Greek drama. How was the drama first presented? what change was afterward made by Thespis? Name a writer of tragedy; one of comedy.

2. Explain the meaning of Satyrs, Philippias, Sacred Band, Arcadian Confederation, Gordian Knot.

3. Give an account of Alcibiades. What change in the government of Athens after the downfall of her Supremacy? by whom ruled?

4. Name the successive Greek Supremacies. What war during the Supremacy of Sparta, what was the result of it, and who was the King of Sparta at the time?

5. Name one victory and one defeat for the Thebans. Name the great Theban general, and describe his character.

6. Between whom was battle of Cunaxa fought? Give cause and result of it.

7. Give a brief outline of the victories of Alexander, and their effect on Asia.

8. What was the Lamian War and result? What was the Achaean League? where defeated? by whom?

9. Name a Greek poetess, and tell who wrote the history of the Peloponnesian War. Who wrote a *history* of the Persian Wars? Who wrote *poems* on the Persian Wars?

10. Name three schools of philosophy. By whom founded? Give the belief of two, and origin of name of two schools.

GERMAN.

1. Uebersetzen Sie :

Sagt was Ihr wollt, ich bin des Kaiser's Diener,
 Und muß d'rauf denken, wie ich ihm gefalle.
 Er hat mich nicht ins land geschickt dem Volk
 Zu schmeicheln und ihm sanft zu thun.—Gehorsam
 Erwartet er ; der Streit ist, ob der Bauer
 Soll Herr sein in dem Lande oder der Kaiser.

2-3. Beschreiben Sie ausführlich Gefler's Tod.

4. Definiren Sie: Kulmen, gähstrogig, Gransen, Senten, Ammons-
horn.5. Wie heißt der Verfasser von „Tell“?
 Wann und wo ist er geboren?
 Nennen Sie einige seiner Hauptwerke.

6. Schreiben Sie das Lied: „Mit dem Pfeil — — —“ auswendig.

7. Uebersetzen Sie :

With great difficulty I persuaded him to listen to me, and I then related how my prisoner had saved my life at Damascus; that I had offered his liberty as a proof of my gratitude, and that he would not accept it, for fear of exposing me to his displeasure.

8. They were then about to proceed against him as a sorcerer, when the dervish with great calmness thus addressed the court: “I have been much amused with your surprise, and own that there has been some ground for your suspicions: but I have lived long and alone; and I can find ample scope for observation, even in a desert.”

9-10. Schreiben Sie einen Brief, worin Sie Jemand einladen, die Ferien bei Ihnen zuzubringen.

(Nicht weniger als zehn Zeilen.)

FRENCH.

Traduisez :

1. I went to meet her. He wrote it with his own hand. I ran with all my might. He gave me news of himself. This table is ten feet long.

2. Self-love makes men idolaters of themselves, and would make them tyrants of others, if fate had given them means of it. Your father and I have been for a long time each other's enemies.

3. Do you know with whose style they compared yours, and what praise was given to it? The greatest victory is that which we gain over ourselves. Are you the new cook? Yes, I am.

4. Ecrivez 10 lignes du "Misanthrope."

5. Ecrivez 10 lignes des "Femmes Savantes" ou du "Cid."

6. Faites une lettre d'adieux a l'école.

7, 8. Quels sont les auteurs contemporains de Molière, dites ce que vous en savez et citez quelques unes de leurs oeuvres.

9, 10. Traduisez :

En un lieu, l'autrejour, où je faisais visite,
Je tronvai quelques gens d'un très rare mérite,
Qui parlant des vrais soins d'une âme qui vit bien
Firent tomber sur vous, madame, l'entretien.

Pour moi je n'en fais point de facons et je croi
Qu'on doit sur de tels points être de bonne foi,
Je ne m'oppose point à toute sa tendresse;
Au contraire mon cœur pour elle s'intresse
Et si c'était qu'à moi la chose put tenir.
Moi-même à ce qu'il aime on me verrait l'unir.

ASTRONOMY.

1. Define *Astronomy*. What is the *real horizon*? Define *azimuth*, *amplitude*, *altitude*.
2. Explain how the location of a star is determined.
3. How is the latitude of a place determined?
4. Give Kepler's three laws.
5. Explain the change of seasons.
6. Explain the change in the Calendar made by Pope Gregory XIII.
7. Name the planets in their order from the sun.
8. Give the three laws of spectral analysis.
9. What is the *Harvest Moon*?
10. What is Bodé's law?
11. How was the planet Neptune discovered?

CHEMISTRY (Woodward).

1. Give the formulæ for the following: (1) Laughing gas; (2) Hartshorn; (3) Oil of vitriol; (4) Aqua fortis; (5) Common salt.
2. Describe the preparation, giving equation for CO. How much material must be used to obtain a liter at 0°C and 760^{mm}?
3. From what vegetable is I obtained? Describe the preparation.
4. What is meant by allotropism? Name two allotropes.
5. What is the difference between SO₂ and Cl in bleaching action?
6. Give the principle upon which Carré's freezer acts.
7. Define a basic anhydride; an acid anhydride; give formula for one of each.
8. Describe, with formula, the preparation of nitric acid.
9. Describe the theory of the formation of dew.
10. Arrange in the order of their densities the following: HCl, SO₂, CO, NH₃, N₂O.

SELECT TEN.

1. Name two metals of the alkalies, two of the alkaline earths, and give the principal characteristic of each group. How distinguish between ferrous and ferric salts?
2. Illustrate by chemical equations the formation of metallic salts.
3. Describe the process of the manufacture of Glauber's salts from sodium chloride. What is the process called?
4. Give a solution containing salts of BA, K, Na (NH₄). How separate one from the other?

5. Describe the Bessemer process of the manufacture of steel.
6. Describe the Dutch process of making white lead. What are the apparent chemical changes during the process? What is the formula for white lead?
7. What are the chemical and physical properties of mercury? What its uses?
8. Give the names and formulæ of five compounds of silver, one of which shall contain two other elements, and the other four one other element.
9. What per cent of each element is present in green vitriol?
10. Describe the construction of the spectroscope and the method of its use.
11. Describe Marsh's test for As.

ENGLISH LITERATURE.

ANSWER THE FIRST EIGHT, OR THE LAST FOUR.

1. Explain: "Be not penny wise; riches have wings and sometimes they fly away of themselves, sometimes they must be set flying to bring in more."

2. Describe the "Mask of Comus."

3. Give the references in the following:

(a) "On Circe's island fell."

(b) "Under the sooty flag of Acheron."

(c) "By slow Meander's margent green."

(d) "And fell Charybdis murmur'd soft applause."

4. Name two English and two foreign contemporaries of Milton. Compare the style of the former.

5. Describe the imagination of Milton.

6. Describe the intellect of Bacon.

7. Describe Bunyan's principal work.

8. Name the principal works of Dryden.

9. Describe the style of Bacon.

10. Write an essay on "Portia" or "Shylock."

GEOLOGY.

1. Represent in vertical sections, extending east and west across the State in the latitude of Cincinnati, the rock formations.
2. What is primitive rock? Give the chemical composition of the most important ingredients of primitive rock?
3. What agencies produced the stratified rocks? Explain.
4. Metamorphic rocks? What is metamorphosed in the production of slate? Marble?
5. How is limestone formed? Clay?
6. Classify the rock formations with reference to life.
7. How was the Cincinnati level from Fourth street to the hills produced? The hills themselves?
8. Name two silicious minerals and three calcareous minerals found in the drift at Cincinnati, and give the rock formation and locality from which they were probably derived.
9. Give names of five fossils characteristic of the Cincinnati group.
10. What is a fault? a lode? a vein?

SURVEYING.**SELECT SEVEN.**

1. Derive the formula for finding the area of a triangle, knowing two sides and their included angle.
2. Write the formula for the area of a triangle in terms of its sides, and derive this formula.
3. Define Geodesic Surveying; Leveling.
4. Explain how to find the true meridian with the Theodolite.
5. To divide a triangle into two equivalent parts by a line drawn through a given point within the triangle.
6. How cut off a field in the shape of a trapezoid of definite area from a field whose area is known, by a line parallel to one side of the field?
7. Show how to supply two omissions in the notes of a survey, where the defective courses are consecutive.
8. Explain the use of the vernier.
9. Show how to construct a scale of chords.

CONSTITUTION.

1. Give the provisions in regard to impeachment, as to—1st. Who may be impeached? 2d. For what? 3d. By whom? 4th. By whom tried? 5th. Punishment.

2. Presiding officer of Senate, House of Representatives, and Supreme Court—how chosen? for what term? what called?

3. Give a concise statement of the law in regard to electing Senators.

4. State five things Congress shall have power to do.

5. State five things Congress can not do.

6. To what cases does the authority of the United States Courts extend?

7. What are the provisions in regard to the right of trial by jury?

8. What is a writ of habeas corpus? when can it be refused?

9. What is a search warrant? What are the requisites for obtaining it?

10. What class of persons were put under disability as to holding office by the provisions of the Fourteenth Amendment?

GRADE B—ELEVENTH YEAR.

GREEK.

1 and 2. *Πρόξενος ὁ ἔφη· εἰ ὁ βασιλεὺς νεκρὸν ἡγήται, ἕπει Κῦρον ἀπέκτονε, μὴ οὖν οἰέτω, τὰ μόνα ἀγαθὰ ἡμῖν ὄντα τὰ ἡμετέρη ὅπλα ἑαυτῷ παραδώσειν. Ἄλλοι δὲ τινες ἔλεγον ὑπομαλακίζόμενοι, ὡς καὶ Κῦρος πιστοὶ ἐγένοντο, καὶ βασιλεῖ ἂν πολλοῦ ἄξιοι γένοιτο. Ἐν τούτῳ Κλέαρχος ἦκε καὶ εἶπεν· Σὺ, ὦ Φαίλιε, πρὸς θεῶν, συμβούλευσον ἡμῖν, ὅ τι σοι δοκεῖ κάλλιστον καὶ ἀριστόν εἶναι. Ὁ δ' εἶπεν· εἰ δέ τοι μηδεμία σωτηρίας ἐστὶν ἐλπίς ἀκοντος βασιλέως, συμβουλεύω σώζεσθαι ὑμῖν ὅπῃ δύνατον. Κλέαρχος δὲ, πρὸς ταῦτα εἶπε· παρ' ἡμῶν δὲ ἀπάργελλε, ὅτι ἡμεῖς οἴωμεθα πλείονος ἂν ἄξιοι εἶναι φίλοι ἐχοντες τὰ ὅπλα, ἢ παραδόντες τῷ βασιλεῖ.*

3 and 4. *Ἐτύγχανον λέγων ὅτι πολλαὶ καὶ καλαὶ ἐλπίδες ἡμῖν εἶεν σωτηρίας. Ἀναμνήσω γὰρ ὑμῶς καὶ τοὺς τῶν προγόνων τῶν ἡμετέρων κινδύνους, ἵνα εἰδῆτε, ὡς ἀγαθοῖς τε ὑμῖν προσήκει εἶναι, σώζονται τε οὖν τοῖς θεοῖς καὶ ἐκ πάντων δεινῶν οἱ ἀγαθοί· ἐλθόντων μὲν γὰρ Περσῶν καὶ τῶν σὺν αὐτοῖς παμπληθεὶ στόλῳ, ὡς ἀφανιούντων αὐτοῖς τὰς Ἀθῆνας, ὑποστῆναι αὐτοῖς Ἀθηναῖοι τολμήσαντες, ἐνίκησαν αὐτούς. Ἐπειτα ὅτε Ξέρξης ὕστερον ἀγείρας τὴν ἀναρίθμητον στρατιάν ἦλθεν ἐπὶ τὴν Ἑλλάδα, καὶ τότε ἐνίκων οἱ ἡμέτεροι πρόγονοι τοὺς τούτων προγόνους καὶ κατὰ γῆν καὶ κατὰ θάλατταν.*

5. Translate at sight:

Ἐκ δὲ τούτου συνελθόντες ἐβουλεύοντο περὶ τῆς λοιπῆς πορείας. Ἀνέστη δὲ πρῶτος Ἀντιλέων καὶ ἔλεξεν ὥδε· Ἐγὼ μὲν τοῖνον, ἔφη, ὦ ἄνδρες, ἀπειρήκα [become tired of] ἤδη συσκευαζόμενος καὶ βαδιζῶν καὶ τρέχων καὶ τὰ ὅπλα φέρων καὶ ἐν τάξει ἰὼν καὶ φυλακὰς φυλάττων καὶ μαχόμενος· ἐπιθυμῶ δὲ ἤδη παυσάμενος τούτων τῶν πόνων, ἕπει θάλατταν ἐγομεν, πλεῖν, τὸ λοιπὸν καὶ ἐκταθεῖς [ἐκτείνω] ὥσπερ Ὀδύσσευσ καθεύδων ἀφικέσθαι εἰς τὴν Ἑλλάδα.

6. Explain in 1 and 2 derivations of *ὑπομαλακίζόμενοι* and *ἀκοντος*. Principal parts of *ἀπέκτονε*? Construction of *πλείονος*? Protasis of *ἂν ἄξιοι εἶναι*?

7. Rule for government of *κινδύνους*? of *ἀγαθοῖς*? Synopsis of *εἰδησίης*? Dates of the two invasions of the Persians?

8. Give briefly Xenophon's estimate of the character of Klearchus, Proxenus, and Menon. On what occasion does Xenophon first prominently appear in this expedition? Give an account of the Ephors.

9. Write in Greek :

If Xenophon, fearing lest his fellow-soldiers might be destroyed, had not marched all day, Cheirisophus would have fought the battle alone; but he announced that he would remain near the river until all the rest should drive down their beasts of burden to drink.

10. Klearchus was greatly pleased [*ἤδομαι*] at hearing such words from Tissaphernes. And he [the latter], in addition to this, said that he and his men could destroy the Greeks by hunger [*λιμός*], with which, not even if they were very brave, would they be able to fight.

LATIN (Regular and College).

SELECT EIGHT OF FIRST TEN, AND TWO OF LAST THREE.

1. Translate:

"Hunc *Polydorum* auri quondam cum pondere magno.
Infelix Priamus furtim mandarat alendum,
Threicio regi, cum iam *diffideret* armis
Dardaniae cingique urbem obsidione videret.
Ille, ut opes fractae Teucrum, et Fortuna recessit,
Res Agamemnonias victriciaque arma secutus,
Fas omne abruptit: Polydorum obtruncat, et auro
Vi potitur. *Quid* non mortalia pectora cogis,
Auri sacra fames? Postquam pavor ossa reliquit,
Delectos populi ad proceres *primumque* parentem
Monstra deum refero, et, quae *sit* sententia, posco.
Omnibus idem animus, scelerata excedere terra."

2. Give the construction of the following: Polydorum, regi, quid, vi, omnibus.

3. To whom is reference made in "Threicio regi?" Explain "fas omne" and "Res Agamemnonias." Give the construction and use of "alendum." Explain the mode of "sit."

4. Name the place referred to in "scelerata excedere terra." Whither did Æneas go from this place? Explain the use of *primum* in the above translation. Explain the mode and give principal parts of *diffideret*.

5. Translate:

"Hortatur Menestheus;" Nunc, nunc insurgite remis,
Hectori socii, Troiae quos sorte suprema
Delegi comites: nunc illas promite viris,
Nunc animos, quibus in *Gaetulis* Syrtibus usi
Ionioque mari Maleaeque sequacibus undis.
Non iam prima peto Menestheus, neque vincere certo;
Quamquam o! Sed *superent*, quibus hoc, Neptune, dedisti,
Extremos *pudeat* rediisse; hoc vincite, cives,
Et prohibete nefas. "Olli certamine summo

Procumbunt; vastis tremit ictibus aerea puppis,
Subtrahiturque solum; tum creber anhelitus artus
Aridaque ora quatit."

6. Why does Monestheus say "*Hectorei socii?*" Locate "*Ionio mari.*" Who were the *Gaetuli?*" Explain the mode of *superent.* What is the subject of *pudeat?*"

7. Scan, marking quantities, caesura and ictus.

122. "Idomenea ducem, desertaque litora Cretae."

211. "Insulae Ionio in magno, quas dira Celaeno."

558. "Omnia Mercurio similis, vocemque coloremque"

559. Et crinis flavos et membra decora juvena."

8. Locate *Drepanum* and *Trinacria*. Give the poetic use of *mens*, of *sol*. Form a frequentative verb from *diro*. Form a patronymic noun from Peleus, and mark the quantity of the penult. What kind of a poem is the *Æneid*, and in what kind of verse is it written? When did Virgil live?

9. Translate:

"Hic incredibilis rerum fama occupat aures,
Priamiden Helenum Graias regnare per urbes,
Conjugio Aeacidae Pyrrhi sceptrisque potitum,
Et patrio Andromachen iterum cessisse marito.
Obstipui, miroque incensum pectus amore,
Compellare virum et casus cognoscere tantos.
Progredior portu, classis et litora linquens:
Sollemnis cum forte dapes et tristia dona
Ante urbem in luco *falsi Simoentis* ad undam
Libabat cineri Andromache Manisque vocabat
Hectoreum ad tumulum, viridi quem caespitem inanem
Et geminas, causam lacrimis, sacraverat aras."

10. What kind of a verb is *obstipui?* Give the principal parts. What is the composition of *sollemnis?* What is ment by "*falsi Simoentis?*" How would *Hectoreum* be expressed in prose?

Write in Latin:

11. What reason is there why we should hesitate longer to appoint him general, when we know that he is the only one who can conquer the enemy without stirring up any public commotion?

12. If they had known that he was more than sixty years old, they would not have appointed him to protect the city with the fleets, but they would have ordered him to set out from Brundisium for Athens.

13. I do not doubt that this evil has spread more widely than we think, since they are unwilling to acknowledge that, the less certain the life of an eminent man is, the more the state ought to enjoy it.

GERMAN (Advanced Course).

SELECT TEN.

Translate:

1. Besides the passions which naturally agitate and alarm the human mind in such awful situations, when certain death in one of its most terrible forms is before it, Columbus had to endure feelings of distress peculiar to himself.

2, 3. He dreaded that all the knowledge of the amazing discoveries which he had made was now to perish; mankind were to be deprived of every benefit that might have been derived from the happy success of his schemes, and his own name would descend to posterity as that of a rash, deluded adventurer, instead of being transmitted with the honor due to the author and conductor of the most noble enterprise that had ever been undertaken.

4, 5. Uebersetzen Sie:

Unsterbliche, die Ihr den reinen Tag
Auf immer neuen Wolken selig lebet,
Habt Ihr nur darum mich so manches Jahr
Von Menschen abgesondert, mich so nah
Bei euch gehalten, mir die kindliche
Beschäftigung, des heiligen Feuer's Gluth
Zu nähren aufgetragen, meine Seele
Der Flamme gleich in ew'ger frommer Klarheit
Zu euren Wohnungen hinaufgezogen,
Daß ich nur meines Hauses Greuel später
Und tiefer fühlen sollte?

6. Analysiren Sie Frage 4-5 von „Habt Ihr nur,“ bis „fühlen sollte.“

7. Uebersetzen Sie :

Ein König der Unmenschliches verlangt
Findt Diener genug, die gegen Gnad' und Lohn
Den halben Fluch der That begierig fassen ;
Doch seine Gegenwart bleibt unbesleckt.
Er sinnet Tod in einer schweren Wolke,
Und seine Boten bringen flammendes
Verderben auf des Armen Haupt herab.
Er aber schwebt durch seine Höhen ruhig,
Ein unerreichter Gott, im Sturme fort.

8. Geben Sie den Inhalt des 3ten Auftrittes im 4ten Aufzug an :
(Iphigenie gesteht Thoas Alles).

9, 10. Schreiben Sie einen Brief an eine Freundin, in welchem Sie derselben mittheilen, was Sie von Capitän Cook wissen.

11. Schreiben Sie was Sie von Goethe wissen. Nennen Sie seine Hauptwerke.

12. Nennen Sie die drei größten epischen Dichter des Mittelalters, und nennen Sie das Hauptwerk eines jeden.

FRENCH.**1. Traduisez :**

The rains which we have had injured the productions of the earth. The thing was more serious than we had thought. The little progress I have made will be of a great service to me. So many men were killed that the battle-field was covered with dead soldiers. The more gratitude you owed him the less you showed him.

2. Traduisez :

To have left; to be far from; to get rid of; to rely upon; to be puzzled; to mean; to fit; to hinder from; to take care not to; to do one's best.

3. Traduisez :

Les critiques et particulièrement les étrangers, qui, dans ces derniers temps, ont jugé avec le plus de sévérité nos deux siècles littéraires, se sont accordés à reconnaître que ce qui y dominait, ce qui s'y réfléchissait en mille façons, ce qui leur donnait le plus d'éclat et d'ornement, c'était l'esprit de conversation et de société, l'entente du monde et des hommes, l'intelligence vive et déliée des convenances et des ridicules, l'ingénieuse délicatesse des sentiments, la grâce, le piquant, la politesse achevée du langage.

4, 5. Ecrivez un billet d'invitation à un dîner; et faites y réponse en acceptant l'invitation.

6, 7. Ecrivez une anecdote ou une dizaine de vers.

8. Traduisez :

Do you feel inclined to run? I introduce my eldest sister to you. Do not be uneasy about that. What is your advice? Give my regards to your mother. She is like you. The eve of departure. Where does this road lead?

9, 10. Racontez le tour que jona Louis XI à un de ses sujets qui lui fit cadeau d'un beau cheval.

ENGLISH LITERATURE.**SELECT TEN.**

1. Name five foreign contemporaries of Cowper. From these names, discuss briefly the character of literary activity in Europe.
2. What is Cowper's idea of what a preacher should be? What class of preachers does he specially condemn?
3. Discuss the style and imagination of Scott.
4. How many Waverly Novels? How many historical ones? To which century does "The Fair Maid of Perth" belong?
5. Give Byron's full name. What was his general character? Tell briefly the story of "The Prisoner of Chillon."
6. What is Macaulay's character and style?
7. How does he estimate the "Pilgrim's Progress," and its writer?
8. Why is Wordsworth a great poet? Is it fair to judge his reputation from "The Excursion" alone?
9. Give the plan of this poem, and its characteristics.
10. Which of Irving's books is most widely known? Why? What is his character as a historian?
11. Describe the humor in the following, and name the work from which the passage is taken:

"His fences were continually falling to pieces; his cow would either go astray or get among the cabbages; weeds were sure to grow quicker in his fields than anywhere else; the rain always made a point of setting in just as he had some out-door work to do."
12. Give the Highland manners and customs, as described in the "inaugural feast" of the Clan Quhele.
13. Name the work in which found, and explain the following:

"Have we not tracked the felon home, and found
His birthplace and his dam."

ANCIENT HISTORY.

1. Compare the Spartan government and discipline, as established by Lycurgus, and the Athenian constitution, as arranged by Solon.
2. The Persian Wars; their cause, outline of events, result to Athens, the three men most famed on the Greek side.
3. Name, and give the chief events in the life of the greatest of Greek statesmen.
4. *Name* in order the chief events of the Peloponnesian war, and *describe* particularly one of them.
5. Give an account of *three* of the following: Socrates; Epaminondas; Demosthenes (orator); Agesilaus; Philip (of Macedon).
6. Tell something of the following battles, and locate places: Granicus; Chaeronea; Coronea; Arbela; Arginusæ; Leuctra.

PHYSICS.**SELECT TEN.**

1. What is Pascal's law in regard to the pressure of liquids, and what are the two corollaries of this law?
2. Give the total pressure on the inside of a cubical box two feet each way, filled with water.
3. Describe briefly a method of finding the specific gravity of a solid that sinks in water; of one that floats; of one soluble in water; of a liquid.
4. Describe the different forms of water-wheels; upon what consideration would the availability of each depend?
5. The volume of the cylinder of the air-pump is 2, and of the receiver 3. Give the tension of the air at the end of two double strokes.
6. Mention five facts in regard to the atmosphere which the air-pump enables us to demonstrate.
7. What is the general law in regard to expansion of bodies by heat? what noted exception to this law, and what are some of the results?
8. One lb. of ice is put into 10 lbs. of water at 60° F.; to what temperature will they settle?
9. The counterpoise of a safety-valve, whose orifice is one square inch, is 50 lbs. When the arms are 2 and 40, what is the bursting pressure?
10. Describe the action of the hydraulic ram.
11. Upon what does the quality of a sound depend? its pitch? its velocity? its intensity?
12. What is the difference of wave length in an open and a closed organ pipe?
13. Describe the action of the lightning-rod. What is the rule in regard to the space protected by it?

TRIGONOMETRY.

SELECT EIGHT.

1. Prove $\cos. (A + B) \cos. (A - B) = (\cos. A + \sin. B) (\cos. A - \sin. B)$.

2. Given $\sin. A \cos. A = \frac{1}{4}\sqrt{3}$; find A .

3. Prove that the arc whose tangent is $\frac{4}{3}$ exceeds by 45° the arc whose tangent is $\frac{1}{4}$.

4. If $\sin.$ of 60° is 10 feet longer than the $\sin.$ of 30° , what is the radius?

5. Give $\tan^2 A + 4 \sin.^2 A = 6 R^2$; find A .

6. Prove that in any triangle, $a : b + c :: \sin. \frac{A}{2} : \cos. \frac{B - C}{2}$

7. If in any triangle a perpendicular be let fall from the angle A , prove $\sin. A = \frac{a, \cos. A + b, \cos. B + c, \cos. C}{2}$

8. Explain the method of computing a table of natural sines.

9. Find $\log.$ of $243 \sqrt[4]{9}$ to the base $\sqrt[4]{3}$.

10. Derive the formula expressing the sine of an angle of a triangle in terms of its sides.

GEOMETRY.**SELECT FIVE.**

1. What is the radius of a circle inscribed in an equilateral triangle, one of whose sides is 4 feet?
2. Prove that if two triangles, one lying without the other, have their sides perpendicular, each to each, they are similar.
3. Construct a fourth proportional to three lines respectively equal to 3 inches, 4 inches, and 1 inch.
4. Inscribe a regular decagon in a circle whose radius is 2 inches.
5. What is the ratio of the area of a circle, whose radius is 6 feet, to that of a circle one side of whose regular inscribed hexagon is 2 feet?
6. Prove that the plane angle of the ceiling of a corner of a room is equal to the plane angle on the floor of the same corner.
7. Demonstrate that the sum of the plane angles at the vertex of a polyhedral angle is less than four right angles.

GRADE C—TENTH YEAR.

GREEK.

1. Translate :

Κλέαρχος Λακεδαιμόνιος φηγὰς ἦν τούτῳ συγγενόμενος ὁ Κῦρος ἡγάσθη τε αὐτὸν καὶ διδῶσιν αὐτῷ μισθόνος δαρεικούς. ὁ δὲ λαθὼν τὸ χρυσίον στρατεύμα συνέλεξεν ἀπὸ τούτων τῶν χρημάτων καὶ ἐπολέμει, ἐκ Χερρονήσου ὀρμώμενος, τοῖς Θρηξὶ τοῖς ὑπὲρ Ἑλλησποντον οἰκοῦσι, καὶ ὠφέλει τοὺς Ἑλληνας· ὥστε καὶ χρήματα συνεδάλλοντο αὐτῷ εἰς τὴν τροφὴν τῶν στρατιωτῶν αἱ Ἑλλησποντιακαὶ πόλεις ἐκοῦσαι.

2. Give construction and rule for τούτῳ and Θρηξί. Give principal parts of διδῶσιν, and inflect the tense.

3. Principal parts of λαθὼν and συνεδάλλοντο? Give the verb stem of each, and tell how the present stem is formed. Construction of οἰκοῦσι?

4. Ἐκ δὲ τούτου ἀνίσταντο οἱ μὲν ἐκ τοῦ αὐτομάτου, λέζοντες δ' ἐρίγνωσκον, οἱ δὲ καὶ ὑπ' ἐκείνου ἐγκέλευστοι, ἐπιδείκνυντες οἷα εἶη ἡ ἀπορία ἄνευ τῆς Κύρου γνώμης καὶ μένειν καὶ ἀπιέναι. Εἰς δὲ δὴ εἶπε ἐλθόντας Κῦρον αἰτεῖν πλοῖα, ὥς ἀποπλέοιεν· ἐὰν δὲ μὴ διδῷ ταῦτα, ἡγεμόνα αἰτεῖν Κῦρον ὅστις διὰ φιλίας τῆς χώρας ἀπάξει. ἐὰν δὲ μὴδὲ ἡγεμόνα διδῷ, συντάττεσθαι τὴν ταχίστην, πέμψαι δὲ καὶ προκαταλγφομένους τὰ ἄλλα, ὅπως μὴ φθάσῃσι μήτε Κῦρος μήτε οἱ Κίλικες καταλαβόντες, ὧν πολλοὺς καὶ πολλὰ χρήματα ἔχομεν ἀνηρπαχότες.

5. Principal parts of ἀνίσταντο? Force of λέζοντες? Why is εἶη optative? Rule for Κῦρον and πλοῖα?

6. Explain the mode of ἀποπλέοιεν and φθάσῃσι. Compare ταχίστην. Construction of ταχίστην? From what does ἀνηρπαχότες come, and where made?

7. Write in Greek :

Cyrus marched five days' journeys ten parasangs to the Cydnus River. There he remained three days.

8. If you do not follow me, I will obey you. He said that [ἐλθέτεν ὁ τὶ] if they did not follow him, he would obey them.

9. The mother of Cyrus happened to be present. She aided Cyrus because she loved him better than his brother.

10. When did the expedition of Cyrus set out? From what place? In what general direction did it march? What did Cyrus at first pretend was the purpose of his expedition?

LATIN.

(Regular Class answer first ten. College Class substitute 11, 12 for 7, 8.)

1. Translate:

Cæsar dixit: Populi Romani hanc esse consuetudinem, ut *socios* atque amicos non modo sui nihil deperdere, sed *gratia*, dignitate, honore auctiores velit esse; quod vero ad amicitiam populi Romani attulissent, id iis *eripi* quis pati posset? Ad hæc Ariovistus respondit: Cum *vellet*, *congrederetur*. . . . Quod multitudinem Germanorum in Galliam traducat, id se sui muniendi, non Galliae impugnandae causa facere.

2. Give construction of italicized words. Express "impugnanda causa" in two other ways.

3. Who was Ariovistus? Labienus? Against whom was the campaign that is recorded in Book II carried on? Describe the "*testudo*," the "*vineæ*."

4. Give principal parts of italicized words in "*proximi jacentibus* insisterent;" "*huic legioni Cæsar indulserat*;" "*passis* manibus." Give other Latin for "*ex Belgis*" in "*ex Belgis* complures secuti sunt." "*Cæsar hæc ex Remis quaerit*." If "*rogat*" were used instead of "*quaerit*," what would be used instead of "*ex Remis*?"

5. Translate:

Cæsar quaerebat, *quod* in bello possent. Reperiebat Belgas Rhenum antiquitus transisse, et in Gallia consedissee. Solos esse qui, nostrorum majorum *memoria*. Teutonos intra fines suos ingredi *prohibuerint*; qua ex re *fieri* uti, earum rerum *memoria*, magnam sibi auctoritatem sumerent. . . . Suessiones latissimos feracissimosque agros possidere; apud eos fuisse regem Divitiacum, qui cum *magnæ partis* harum regionum tum etiam Britanniae imperum obtinuerit; nunc esse regem Galbam.

6. Give construction of *quid*, *memoria*, *partis*. Why is *prohibuerint* in the Subjunctive? What is the subject of *fieri*?

7. Translate:

Cæsar, scuto *militi* detracto, in priman aciem processit; milites signa inferre et manipulos laxare jussit, quo facilius *gladiis* uti *possent*. Cujus adventu spe illata *militibus*, ac redintegrato animo cum pro se quisque in conspectu imperatoris etiam in extremis rebus operam navare *cuperet*, paulum hostium impetus tardatus est.

8. Give construction of *militi*, *gladiis*, *militibus*. Why is *cuperet* subjunctive? Why is *quo* used in clause "quo-possent?"

9. Translate into Latin:

We do not doubt that the men are so wicked that the king will inflict punishment upon them. If they had crossed the river at midnight, they would now be here.

10. Translate into Latin:

When the general had come the soldiers complained, because there was no corn. Cæsar will find out what forces Ariovistus has, provided Labienus guard the fort.

11. Translate:

Hac re perspecta, Crassus, cum sua cunctatione atque opinione timoris hostes nostros milites alacriores ad pugnam effecissent, atque omnium voces audirentur, *expectari* duitius non *oportere* quin ad castra iretur, cohortatus suos, *omnibus cupientibus*, ad hostium castra contendit. Cum auxiliares lapidibus telisque subministrandis et *ad aggerem* cespitibus comportandis speciem et opinionem pugnantium praeherent, equites renuntiaverunt Crasso "facilem aditum esse ad eos *sibi*."

12. (a) Express "omnibus cupientibus" in another form.

(b, c) Why are *expectari* and *oportere* infinitive?

(d) Why is "ad aggerem" used, and not "aggeri?"

(e) Give construction of "*sibi*."

GERMAN (Advanced Course).

Uebersetzen Sie :

1, 2. In a few days, the preparations being complete, the duke sent one of his servants into the park to tell the gentleman that his master had something of importance to communicate, and requested that he would call on him. The astonished officer followed the servant, and was introduced to the duke, who then told him that a lady of his acquaintance, and who knew his circumstances and was greatly interested in his welfare, wished very much to see him.

3, 4. A very good king, who loved his subjects, and whose constant care was to make them happy, and to show that he considered them as his family, had a son, whose disposition was so contrary to that of his father that he despised all those who were beneath him, considering himself a superior creature, and that those whom fortune had placed under him were unworthy of his notice, or fit only to be the slaves of his will.

5. Uebersetzen Sie :

Hat sich der Landmann solcher That verwogen,
Aus eignen mitteln, ohne Hilf der Edlen,
Hat er der eignen Kraft so viel vertraut,
Ja, dann bedarf es unsrer nicht mehr,
Getröstet können wir zu Grabe steigen.

6. (a) Verwandeln Sie in Frage 5 die direkte in die indirekte Rede.

(b) Nennen Sie alle Zeitwörter in Frage 5, geben Sie von jedem die Stammformen an, und welchem Fall es regiert.

7. Uebersetzen Sie :

Und als wir an die Ecke jetzt gelangt,
Beim kleinen Azen, da verhängt' es Gott,
Daß solch ein grausam mörderisch Ungewitter
Gähling's herfürbrach aus der Gotthardt's Schlunden,
Das allen Ruderern das Herz entfant,
Und meinten alle, elend zu ertrinken.

8, 9. Beschreiben Sie kurz den Inhalt der 3ten Scene des 3ten Aufzugs aus Wilhelm Tell, betitelt: „Die Wiese bei Altdorf.“

10. (a) Erklären Sie in deutschen Sätzen folgende Wörter: Säumer, Ruffi, Urphede, Firn, Schlaglawine.

(b) Schreiben Sie aus Tell's Monolog: von „Die armen Kindlein“ bis „ich will sie zahlen.“

FRENCH.

SELECT TEN.

1. Ecrivez en Français:

Lock the door. What news is there? I wish you a pleasant journey. I must leave you. I shall pay you immediately.

2. Répondez en Français:

(1) Combien de temps y êtes-vous resté? (2) Que pensez-vous de ce livre? (3) Savez-vous où demeure Madam C? (4) Ne desirez-vous pas prendre une leçon tous les jours? (5) Qu'avez vous?

3. Donnez en Français cinq phrases et traduisez-les en Anglais.

4. Donnez les temps primitifs des verbes suivants, parafre, aller, faire, mettre, voir.

5, 6. Ecrivez en Français une anecdote quelconque.

7. Ecrivez Indicatif Présent de mourir.

	“	“	“	s'asseoir.
Subjonctif	“	“	“	prendre.
	“	“	“	pouvoir.
Passé Défini	“	“	“	“

8. Traduisez:

Les boulangers de Lyons voulant renchérir leur pain, vinrent trouver M. Dugas, prévôt des marchands de cette ville; et, après lui avoir expliqué leurs raisons, laissèrent sur la table une bourse de deux cents louis, ne doutant pas que cette somme ne plaider efficacement leur cause. Quelques jours après ils revinrent pour recevoir la réponse du magistrat. “Messieurs,” leur dit M. Dugas,

"j'ai pesé vos raisons dans la balance de la justice, et je ne les ai pas trouvées de poids. Je n'ai pas jugé qu'il fallût, par une cherté mal fondée, faire souffrir le peuple; au reste, j'ai distribé votre argent aux deux hôpitaux de cette ville, n'ayant, pas cru que vous en ayez voulu faire un autre usage; j'ai compris, aussi que, puisque vous êtes en état de faire de telles aumônes, vous ne perdiez pas comme vous le dites, dans votre métier." Ils s'en retournèrent fort surpris et pleins de confusion.

9, 10. Ecrivez en Français:

- (1) Here is a girl whose parents are dead. (2) What have you seen remarkable? (3) Do you know many people in New York? (4) I have been studying (learning) Geometry three months. (5) To whom were you speaking this morning when I met you?

11. Ecrivez en Français:

- (1) Have you made out a list of them? (2) They hurt me. (3) I do not want any. (4) It is excellent. (5) How much do you charge for a pair?

RHETORIC.

SELECT TEN.

1. What are the importance and difficulty in the choice of words in English?

2. Name four different ways in which words have been naturalized, and give examples.

3. What rules in choice of words are violated in the following sentences?

Such an affair imports more than you suspect.

The speaker failed to enthuse his audience.

The roads were never before so impracticable as now.

4. Prove that *oddity*, *endearment*, *knavery*, *atonement*, and *bandage* are hybrids.

5. What is meant by *congruity* in the choice of words? Mention one way in which it is violated.

6. Point out and define the figures of speech in the following sentence:

"It is not till rhetoric sends its warm life-blood to mantle the cold cheek of logic that we begin to admire the discourse."

7. What figures of speech are in:

"Ye winds that wafted the Pilgrims to the land of promise, fan, in their children's hearts, the love of freedom!"

8. What do you mean by Climax? Give an example.

9. Fill up the blank in the following Antithesis:

"It shows much more stupidity to be grave at a good thing than ——— ———."

10. What are the figures in the following sentence?

"Subtract from many modern poets all that may be found in Shakespeare, and trash will remain."

11. Correct and give reason for correction in:

"Never delay till to-morrow (for to-morrow is not yours; and though you should live to enjoy it, you must not overload it with a burden not its own) what reason and conscience tell you ought to be performed to-day."

12. Show how clearness is violated in:

"It is folly to pretend to arm ourselves against the accidents of life by heaping up treasures, from which nothing can protect us but the good providence of God."

13. Correct the Tautology in the following sentence:

"He used to use many expressions not usually used, and which are not generally in use."

GENERAL HISTORY.**SELECT TEN.**

1. Name five actors in the Thirty Years' War, and an event connected with the life of each.
2. Describe the terms of the treaty which closed the Thirty Years' War.
3. What reforms did Peter the Great of Russia institute in his empire? Name two battles in which he was engaged, and the successful general in each battle.
4. Describe *briefly* the causes and results of the War of the Austrian Succession and of the Seven Years' War.
5. Name five authors of the age of Louis XIV of France, and tell how he treated the Huguenots.
6. Describe the cause and result of the Sepoy Rebellion.
7. Name the chief causes and results of the French Revolution.
8. What exploit first won Napoleon Bonaparte a place in history? What is meant by his Continental Policy?
9. Name three results of the Franco-Prussian War.
10. What caused the Russo-Turkish War?
11. Select five of the following names, and describe briefly some event of historical importance in connection with each: Henry IV of France; Catharine II of Russia; the Duke of Wellington; Garibaldi; Warren Hastings; Mazarin; the "Young Pretender;" Bismarck.

GEOMETRY.

1. A straight line which is perpendicular to one of two parallel lines is perpendicular to the other also.

2. If one side of a triangle be prolonged, the angle thus formed will be equal to the sum of the interior opposite angles.

3. From a fixed point within a given angle, draw a line which shall make equal angles with the sides of the given angle.

4. Every point in the bisector of an angle is equally distant from the sides.

5. If two exterior angles of a triangle and the opposite interior angle be bisected by straight lines, these lines will meet in one point.

6. An inscribed angle is measured by half the arc included between its sides. Prove one case.

7. On a given straight line draw a segment that shall contain a given angle.

8. State when two circles will be tangent externally, when internally, and when they will intersect each other, and prove one case.

9. Prove any one of the propositions that have for their predicate, "Then will the triangles be equal in all their parts."

10. Perpendiculars to the middle point of the sides of a triangle meet in a point.

ZOÖLOGY.**SELECT TEN.**

1. Give the order of pigeon, pheasant, ostrich, heron, gull.
2. Compare the mode of respiration of animals, fishes, insects.
3. How do the jaws of venomous and non-venomous snakes differ? Name three venomous and two non-venomous serpents.
4. Give family name of frog, beaver, dolphin, wolf, bear.
5. In which of the Hexapoda is metamorphosis incomplete.
6. Name a resemblance and a difference in the structure of star-fish and sea-urchin.
7. Give class and order of turtle, salmon, nautilus, wasp, kangaroo.
8. Name three differences by which mammals and fishes are distinguished.
9. State difference in shell of Gasteropoda and Acephala.
10. Compare the horns of Bovidae and Cervidae by naming three differences.
11. Name five of the sub-orders of Hexapoda, and give an example of each.
12. Name peculiarity in beak of parrot, eagle, plover, heron, toucan.

ALGEBRA.

SELECT FIVE.

1.
$$\left. \begin{array}{l} 3x^2 + 2xy - y^2 = 39 \\ x^2 - 4xy + 7y^2 = 39 \end{array} \right\} \text{ Find } x \text{ and } y.$$
2. A boy was sent to market to buy eggs to the amount of a dollar. On the way home he broke 15 eggs, and thus made the remainder cost 4 cents a dozen more. How many did he buy?
3. $a^4 + b^4 + c^4 + d^4 > 4abcd$. Prove.
4.
$$\frac{9x-1}{\sqrt{9x+1}} = 4 + \frac{\sqrt{9x-1}}{2} \quad \text{Find } x.$$
5. Form an equation whose roots shall be $2 \pm \sqrt{-3}$ and $3 \pm \sqrt{-2}$.
6. If the numerator of a fraction be increased by 1, and its denominator decreased by 1, the resulting fraction will be the reciprocal of the first; and if $\frac{7}{40}$ be subtracted from the original fraction, the remainder will equal $\frac{1}{2}$ the reciprocal of the original fraction. Find the fraction.
7. Factor $4x^4 + 11x^2 + 9$ and $x^4 - 2yz - 2x^2y + z^2 + y^2 + 2x^2z$.
8. $x^4 + x^3 - 5x^2 = 27x + 30$. Find x .

GRADE D—NINTH YEAR:

LATIN.

SELECT TEN.

1. Write in Latin :

- (1) I shall come to your city on the 3d of June.
- (2) It happened [The result was] that they went out of their territory.

2. Give the construction (*without* rule) of italicized words in the following sentences:

- (1) *Mihi* liber est.
- (2) Puella *mihi* proxima est.
- (3) *Ejus* amicus venit.
- (4) *Plumine* a nobis dividitur.

3. Give *two* Latin words for each of the following: Seize (get possession), think, kingdom, way, burn.4. Principal parts *Act.* of differunt, coëgit, and conficienda.
Principal parts of sequor, proficiscantur.

5. Translate:

Non *est* dubium quin Orgetorix se eripuerit et mortuus sit.
Cæsari *nuntiatum est* Gallos carrorum quam maximum numerum coëmere et Orgetorigem ad eas res conficiendas delectum esse.

6. What is the subject of *nuntiatum est*? Give the construction of *dubium*. Of *Orgetorigem*. Compare *maximum*.7. Give the Infinitives of *facere*.
And the Participles of *ago*.

8. Translate:

Eo opere perfecto, a lacu Lemmano qui inter Helvetios et Allobroges est ad montem Joram veniet.

9. Give construction of *Eo opere perfecto*.
Parse qui.
10. Inflect Present, Indicative, and Subjunctive of *posse*.
11. Decline in the Singular "another river;" or,
Decline in the Plural "longer journey."
12. Write a sentence containing a Purpose Clause.
Write a sentence containing a Clause after a verb of saying.

GERMAN.

Uebersetzen Sie :

1. The study of history is a familiarity with past ages, and an acquaintance with all the heroes of them. It informs the understanding by the memory; it helps us to judge of what will happen by showing us the like revolutions of former times.

2. My young friends, never do anything in secret of which you would be ashamed if it became known. A man well instructed in history judges (the) events with impartiality.

3. The Carthaginians obtained peace by making great sacrifices. The officer repented having been so cruel to his men, and began treating them with more humanity.

4. Wenden Sie die folgenden Zeitwörter und Adjektive in Sätzen an: Gedenken, entkleiden, zukommen, leisten, sich streiten, habhaft, gefühllos, überlegen, verdächtig, gewogen.

5. Geben Sie die Regeln über den Gebrauch des Subjunctive im Deutschen an, und geben Sie von jeder Regel ein Beispiel an.

6. Uebersetzen Sie :

Der Fischer, dem dieses Schiff gehörte, fand den Teller, welchen der Gefangene zum Fenster hinausgeworfen hatte, hob ihn auf und brachte ihn dem Oberaufseher zurück. Erstaunt fragte dieser den Fischer: „Haben Sie gesehen was auf diesem Teller geschrieben steht?“

7. Setzen Sie Frage 6 in die indirekte Rede.

8. Analysiren Sie den ersten Satz in Frage 6: „Der Fischer — bis — zurück.“

9, 10. Geben Sie von irgend einem Gedichte aus Dietlein, das Sie seit Februar gelesen haben, den Inhalt an.

HISTORY.

SELECT TEN.

1. Describe the battles of Chalons and Tours, and state the result of each to Europe.

2. Give a brief account of, *a.* Saladin, *b.* Alaric, *c.* Belisarius, *d.* Charles Martel, *e.* Frederic Barbarossa.

3. What men had the following titles: *a.* The Father of History, *b.* The Apostate, *c.* The Scourge of God, *d.* The Conqueror, *e.* The Lion-Hearted.

4. Locate, *a.* Belgrade, *b.* Nice, *c.* Byzantium, *d.* Acre, *e.* Bagdad.

5. Give a brief account of, *a.* The Janizaries, *b.* Constantine, *c.* Peter the Hermit, *d.* Genghis Kahn, *e.* Hildebrand.

6. Name the four most famous Italian cities of Mediæval Times, and describe their rise.

7. Give the date of the first crusade, and describe the third.

8. When, by whom, and to whom, was the Magna Charta granted?

9. What French king was contemporary with Henry VI of England, and how was the crown secured to him?

10. In what two battles did the Black Prince distinguish himself? When were they fought?

11. Where was the first Council of Christian Bishops held? What was the purpose of the Council of Constance? By whom convened? What did it accomplish?

ALGEBRA (Hughes).

SELECT NINE.

$$1. \frac{4x}{x+18} = \frac{x+18}{x} \quad \text{Find } x.$$

$$\frac{28}{63}$$

$$2. \text{ Divide } x^3 - 8y^3 + 125z^3 + 30xyz \text{ by } 5z - 2y + x.$$

$$3. \text{ Reduce } \left[\frac{bx + 3cx + 2ab + 6ac}{ax + 3cx + 2ab + 6bc} \times \frac{x^2 - 4b^2}{b^2 - 9c^2} \right] \div \frac{x + 2a}{a + 3c}$$

$$4. \text{ Factor } \begin{array}{l} 10 + x^2 - 3x \\ 10 + x - 3x^2 \\ a^3 + a^2 - 1 - a \\ 27a^3 + 64 \end{array}$$

$$5. \text{ Find } x, \text{ in } x - \frac{x-2}{3} = \frac{x+23}{4} - \frac{10+x}{5}$$

6. Two farmers, who owned equal shares in a flock of sheep, agreed to divide the flock. A took 72 sheep, B took 90 sheep and paid A \$45. What was the value of the flock?

7. A, B, C, and D divided a gift as follows: A took $\frac{1}{3}$, lacking \$3; B took $\frac{1}{3}$ of what was left, lacking \$3; C, $\frac{1}{3}$ of what was then left; D's share was \$17. What was the share of each?

$$\left. \begin{array}{l} \frac{5x}{4} - \frac{3y-z}{3} = 1 \\ 8. \frac{x+y}{3} + \frac{2z-3y}{2} = 1 \\ \frac{x-y+z}{12} = 1 \end{array} \right\} \text{ Find } x, y, \text{ and } z.$$

9. A man bought a certain number of sheep. If the price had been \$5 less on each, he could have bought 6 more for the same money; if the price had been \$3 apiece more, he could have bought two fewer than he did for the same money. How many did he buy, and at what price?

10. By getting 15 more for a dollar, the price of oranges is lower 4 cents a dozen. What are they worth a dozen?

$$11. \left. \begin{array}{l} x^4 + x^2y^2 + y^4 = 108 \\ x^2 + xy + y^2 = 18 \end{array} \right\} \text{ Find } x \text{ and } y.$$

ALGEBRA (Woodward).

1. Find the G. C. D. of $x^4 + 4$ and $6x^2 + 12x + 12$.

$$2. \frac{3 - \frac{1}{x}}{2 - \frac{1}{x}} + \frac{\frac{2x+1}{2}}{1-4x^2} = ?$$

3. A bought eggs at 20 cents per dozen; B bought six more for the same total price, thereby paying $3\frac{1}{3}$ cents per dozen less than A. How many did each buy?

$$4. \left\{ \left(a + \frac{b}{a} \right) \left(\frac{1}{a^2 + ab + \frac{b^2}{4}} \right) \right\} \div \frac{2}{b} = ?$$

$$5. \sqrt{x^4 + 2x^3y + x^2y^2 - x^2 - xy + \frac{1}{4}} = ?$$

6. A man is now 3 times as old as his son; 10 years ago he was 7 times as old. In how many years will he be $2\frac{1}{2}$ times as old?

$$7. \text{Solve } \frac{(9-x^2)(x-1)}{(3-x)(x+2)} - 8\frac{2}{3} = \frac{3+x}{x+2}$$

8. How far may a man walk, at the rate of $2\frac{1}{2}$ miles an hour, so as to return to his starting-point in 9 hours, traveling back at the rate of 5 miles per hour?

$$9. \text{Solve } \begin{cases} x + \frac{y}{3} = -5 \\ 2z - 13 = y \\ z - x = 14. \end{cases}$$

10. A pasture will support 10 cows and 25 sheep; $\frac{17}{10}$ of it will support 5 cows and 30 sheep. How many of each kind alone will it support?

QUESTIONS SUBMITTED
TO THE
INTERMEDIATE AND DISTRICT SCHOOLS
AT THE
ANNUAL EXAMINATIONS.

GRADE A—EIGHTH YEAR.

WRITTEN ARITHMETIC.

1. What is the compound interest of \$1500, for 2 years, 3 months, and 10 days, at 6 per cent. ?
2. A note of \$500 is dated July 1, 1883. Indorsement: Jan. 1, 1884, \$100. What was the amount due July 1, 1884, interest at 6 per cent. ?
3. A tree stands by the side of a street 45 ft. wide; a rope 75 ft. long will just reach from the top of the tree to the opposite side of the street. How tall is the tree ?
4. If 6 men in 10 days build a wall 20 ft. long, 3 ft. high, and 2 ft. thick, how many men in 16 days could build a wall 80 ft. long, 2 ft. high, and 3 ft. thick ? (By proportion.)
5. Find the square root of 180625.
6. \$966.95 was paid on settlement of a note which had been on interest for 2 years, 9 months, at 6 per cent. What was the interest ?
7. Bought 150 shares (\$100) of stock at $99\frac{1}{2}$, and sold it at $102\frac{3}{4}$. How much did I gain ?

8. A merchant gains 50 per cent. by selling goods for \$60; what per cent. would he gain by selling them for \$45?

9. [\$1000.]

CINCINNATI, O., May 8, 1877.

Ninety days after date, I promise to pay James Carleton, or bearer, one thousand dollars, for value received.

CHARLES GODKIN.

Discounted at bank June 22, 1877, at 6 per cent. Find the proceeds.

10. The amount of \$250 for 2 years, 4 months, 24 days, was \$310. What was the per cent.?

MENTAL ARITHMETIC.

1. A can do a piece of work in 6 days; B can do it in $4\frac{1}{2}$ days. How long would it take both together to do it?

2. On a farm there are 85 horses and cows; $\frac{1}{5}$ of the number of cows = $\frac{2}{3}$ of the number of horses. How many of each?

3. The age of Hiram is twice the age of Henry, and $\frac{2}{3}$ of Henry's age + 44 years = $2\frac{1}{2}$ times Hiram's. How old is each?

4. William sold melons at 10 cents each, and lost $16\frac{2}{3}$ per cent. What per cent. would he have gained had he sold them for 18 cents each?

5. Divide 90 cents among A, B, and C, so that A may get 5 cents as often as B gets 3 cents and C 2 cents.

6. The interest for 8 months is $\frac{1}{5}$ of the principal. What is the interest of \$200 for 1 year, 4 months?

7. A laborer agreed to work 30 days at \$2 a day and his board; he agreed to pay 50 cents a day for his board when he did not work; at the end of the time he received \$40. How many days did he work?

8. A sold a watch to B for \$100, and gained 25 per cent.; B sold it to C, and also gained 25 per cent. How much more did B gain than A?

9. The interest for 3 years and 4 months is $\frac{1}{2}$ of the principal. What is the rate?

10. A and B rent a pasture for \$92; A puts in 4 horses for 2 months; B, 9 cows for 3 months; and C, 20 sheep for 5 months. What should each pay if 2 horses eat as much as 3 cows, or as 10 sheep?

RULES AND PRINCIPLES.

1. $\frac{6}{25}$ of my money is equivalent to what per cent. of it? $\frac{3}{8}$? $\frac{1}{10}$? $\frac{1}{3}$? $\frac{3}{4}$?

2. What is a tax? What are duties?

3. What is the par value of stocks or bonds? What is the market value?

4. How would you solve the following example? The cost of insuring my house, at $\frac{3}{4}$ per cent., is \$20.25; what is the sum insured?

5. What is interest? What is a promissory note?

6. How would you solve this example? I borrowed \$600 for two years, and paid \$48 interest; what per cent. did I pay?

7. Give the rule for partnership when time is considered.

8. What are the names of the terms of a proportion? How many ratios form a simple proportion?

9. What is the second power of 25? What is the square root of a number?

10. How would you extract the square root of a common fraction?

GRAMMAR.

1. Analyze: A sharp tongue is the only edged tool that grows keener with constant use.

2. Write a compound sentence, and tell why it is compound.

3. Underline in a sentence of your own:

(a) A clause that modifies the predicate.

(b) A phrase that modifies the subject.

4. Correct the errors:

No one except him and we are invited. What signify fair words without good deeds? The injured man lay in a state of unconsciousness all last night. In piety and virtue consists the happiness of man. The patient died with consumption.

5. Write a complex sentence and abridge it.

6. Write in sentences four different kinds of phrases.

7. Write a sentence containing an interrogative pronoun. Parse the pronoun.

8. Form a sentence containing a noun in the absolute case with a participle.

9. If you would be happy, always do what is right. Parse *what*. Parse *right*.

10. Define a participle:

The children rolled in the grass, shouting with laughter. Parse the participle.

GEOGRAPHY.

1. Into what does each of the following rivers empty? Volga, Euphrates, Nile, Indus, Lena.

2. Describe the climate of Australia.

3. Locate Lisbon, Canton, Munich, Melbourne, Dresden.

4. What does the dominion of the Khedive embrace?

5. Locate and describe the Sahara.

6. To what country does each of the following islands or island groups belong? Cape Verde Island, Mauritius, Canary Islands.

Into what body of water does the Niger empty?

On what river are the Victoria Falls?

7. What is said of the climate and vegetation of the Polyne-sian Islands?

8. Name the most densely populated country in the world, the highest mountain, a city sacred to the Mohammedans, two cities on or near the 40th parallel of latitude, three places where coffee is raised, and two places where opium is produced.

9. To whom does India belong? Siberia? The Philippine Islands? Cape Colony? New Caledonia?

10. Name five great low plains of Asia.

SPELLING.

Glimpse	Dissevered	Inseparable	Systematic
Precipice	Mechanical	Allegiance	Metaphysical
Seized	Cataract	Obeisance	Transient
Persuade	Scythe	Artificial	Precision
Pursue	Temporarily	Achieve	Subsistence
Counselor	Pennsylvania	Recompense	Yosemite
Belligerent			

GRADE B—SEVENTH YEAR.

PROBLEMS.

1. A farmer raised 187 bu. 3 qts. of wheat. He carried 98 bu. 3 pk. 1 pt. to mill and had it made into flour. The remainder he sold. How much did he sell?
2. Divide 22500.15 by .00075.
3. Change $\frac{9}{125}$ to a decimal, and divide the result by 5000.
4. A merchant failed in business owing \$10500 and having \$6300 worth of property. What per cent. of his debt can he pay?
5. A man bought a farm for \$14000 and sold it for 20 per cent. more than it cost. How much did he gain?
6. What is the interest of a note of \$4200 dated Jan. 25, 1883, if paid April 16, 1883, with interest at 8 per cent. per annum?
7. If 15 $\frac{3}{4}$ lbs. of tea cost \$17 $\frac{1}{4}$, what cost 62 $\frac{1}{2}$ lbs.?
8. Divide 354 cwt. 11lb. 34 oz. by 39.
9. What will it cost to carpet a floor 24 ft. by 18 ft. at \$1.25 per sq. yd.?
10. Multiply the sum of .375 and .625 by their difference.

MENTAL ARITHMETIC.

1. If you divide \$24 between A and B, by giving A \$3 as often as you give B \$5, how many dollars will each get?

2. What is the interest of \$50 for 4 years and 3 months, at 4 per cent.?

3. Bought cloth at 80 cts. per yd. and sold it at \$1 per yd. What per cent. was gained?

4. When 4 pounds of tea can be bought for \$2 $\frac{2}{3}$, how much can be bought for \$ $\frac{9}{10}$?

5. A lady bought a fur cape for \$90, which was $\frac{1}{3}$ of what she paid for 12 yds. of silk. What was the cost of the silk per yd.?

6. A peddler bought oranges for 18 cts. a doz., and sold them for 2 cts. each. What per cent. did he gain?

7. If $\frac{2}{3}$ of 4 tons of coal cost \$5 $\frac{1}{3}$, what will $\frac{3}{4}$ of 2 tons cost?

8. A cow, purchased for \$28 in the spring, was sold for \$21 in the autumn. What was the loss per cent?

9. If six persons spend \$36 in 8 days, how much, at that rate, will 5 men spend in 12 days?

10. $10\frac{1}{2}$, less $\frac{1}{3}$, plus $\frac{2}{3}$, multiplied by $1\frac{1}{2}$, is how many times $\frac{1}{4}$?

RULES AND PRINCIPLES.

1. How do we point off the quotient in division of decimals?
2. Write in words, .00048; .0100506.
3. Define the three quantities considered in percentage.
4. How do you find the area of a rectangle?
5. Express the following as common fractions and as decimals:
20 per cent.; $6\frac{1}{4}$ per cent.; $12\frac{1}{2}$ per cent.; $37\frac{1}{2}$ per cent.; 50 per cent.
6. What is the difference in area between a figure 3 yards square and one containing 3 square yards.
7. When the *base* and *rate* are given, how do we find the *percentage*?
8. How is the *amount* in interest obtained?
9. How would you find the interest of \$1420 for 5 years, at 5 per cent.?
10. What is legal interest? Usury?

GRAMMAR.

1. What is a relative pronoun?

What kind of a pronoun is *whom* in the following sentence?

Whom did you see?

2. Analyze: "My child, you have my book."

3. "Into the valley of Death rode the Six Hundred."

(a) Tell whether the phrase, "*Into the valley of Death*," is an adjective or adverbial element.

(b) Give the person and number of *rode*.

4. "He will take every precaution, lest he fail."

Parse *will take*.

5. Write five sentences containing, respectively, the following nouns in the plural:

Charles, cupful, son-in-law, valley, and loaf.

6. Show, in sentences, the correct use of the *present perfect tense* and the *past perfect tense*.

7. "Henry, you may take my book."

Parse the nouns.

8. "You may keep it, if it be of any use."

Give the mode of each verb.

9. "The steamer that was lost at sea, was last seen off the coast of Newfoundland."

Tell the kind of phrase and the kind of clause in the above sentence.

10. Correct the errors:

He lives in the city of brotherly love. Between him and she there is some difference of opinion, but none between you and I. The country looks beautiful now. Me and his brother were there.

GEOGRAPHY.

1. Name two of the principal occupations of the people of British America.

For what is Toronto noted?

2. Locate and describe Quebec; Montreal.

3. Describe the Rio Grande River.

What is said of the climate of Mexico?

4. Name the States of Central America. In what zone are they situated?

5. What is said of the vegetation of South America?

Locate Valpariso.

6. Where is Quito?

Give an account of the size and government of Brazil.

7. For what is Lyons noted?

Name two seaports of Italy.

8. For what are the following cities noted: St. Petersburg? Liverpool? Sheffield? Glasgow? Paris?

9. Tell about the climate of Southern Europe.

10. Name five peninsulas of Europe.

For what is Switzerland noted?

SPELLING.

Audible	Exhilarating	Valiant	Hordes
Drowsy	Conning	Irascible	Inexhaustible
Judging	Litigate	Coronation	Ecstasy
Insidious	Extol	Exalt	Practical
Anonymous	Caldron	Separated	Lattice
Jeopardy	Phalanx	Challenge	Palliate
Spontaneous			

GRADE C—SIXTH YEAR.

PROBLEMS.

1. Reduce $\frac{5}{8}$, $\frac{7}{12}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{3}{8}$, to equivalent fractions having the least common denominator.
2. Reduce to lowest terms $2\frac{1}{8}$ and $2\frac{1}{8}$.
3. Reduce 648560 inches to miles.
4. What will be the cost of 26 quires of paper, at $1\frac{1}{2}$ cts. a sheet?
5. Add $52\frac{5}{8}$, $25\frac{3}{8}$, $33\frac{1}{8}$, $16\frac{7}{8}$.
6. Multiply $75\frac{2}{3}$ by $103\frac{3}{4}$.
7. Divide $\frac{5}{18}$ of $\frac{2}{3}$ of $12\frac{3}{10}$ by $\frac{1}{8}$ of $8\frac{1}{2}$.
Find the L. C. M. of 56, 108, 14, 168.
8. How many yards of cloth, at $\$1.33\frac{1}{3}$ per yd., can be bought for $\$49.33\frac{1}{3}$?
9. What will be the cost of $17\frac{3}{4}$ dozen books, at $\$2\frac{1}{4}$ apiece?
10. How many days in 1296000 seconds?

MENTAL ARITHMETIC.

1. A lady spent $\$1\frac{1}{2}$ in one store, $\$2\frac{1}{3}$ in another, and $\$3\frac{1}{4}$ in another. How much did she spend in all?

2. A man sold a watch for \$63, and by so doing gained $\frac{2}{7}$ of its cost. What was its cost?

3. A man purchased a horse; after paying $\frac{4}{5}$ of the price, he owed \$20. How much did the horse cost?

4. $\frac{1}{3}$ of a pole is in the earth, $\frac{1}{4}$ in the water, and the remainder, 10 ft., is in the air. How long is the pole?

5. $\frac{7}{8}$ of 63 are how many times 8?

6. A watch was sold for \$35, which was $1\frac{2}{3}$ of what it cost. What was the cost of the watch?

7. $5\frac{1}{3}$ are $\frac{4}{7}$ of what number?

8. If a yard of cloth cost $\$2\frac{3}{4}$, how many yards can be purchased for $\$5\frac{1}{4}$?

9. If I buy 12 hats at \$4 each, 4 pairs of shoes at \$3 a pair, and an umbrella for \$5, for how much must I sell them all to gain \$10?

10. If a man earns $\$7\frac{1}{2}$ in 5 days, how much will he earn in 9 days?

RULES AND PRINCIPLES.

1. Define a *composite* number. Give *three* examples.
2. What is meant by the G. C. D. of two or more numbers?
3. What is a *simple* fraction? Give *two* examples.
4. How add fractions having different denominators?
5. What kind of a fraction is $\frac{3}{5}$? How reduce it to a *simple* fraction?
6. What is a *compound* number? Give *two* examples.
7. For what is long measure used? Write the table.
8. Tell for what these abbreviations or signs stand: pwt., ℥, lb., T., gi.
9. How many pounds in a barrel of flour? In a barrel of beef?
10. How multiply one fraction by another?

GRAMMAR.

1. Define subject and predicate.
2. Point out the adjectives in this sentence: A sudden turn around a sharp corner showed them a large fort on a rocky ridge.
3. Analyze: The widow's son gained the victory.
4. Annie went to the window.
Parse the nouns.
5. Give the principal parts of go, do, rise, speak, and flow.
6. Point out the verbs in this sentence, and tell which is transitive and which intransitive:
In his alarm, he dropped the reins, and his horse ran away.
7. What is the difference between a proper noun and a common noun? What difference in writing them?
8. The heroic beast lay down to sleep again.
Name all the parts of speech.
9. Underline the simple predicate in each sentence:
You wanted to keep it. The man did not go.
10. Correct the errors:
Those books are not yours! they are my sons.
If I were him, I would try to do better.
I seen him when he done it.

GEOGRAPHY.

1. Describe the climate of the New England States.
 2. Name the largest city in Maine, and tell for what noted.
 3. Describe the Mississippi River, and name five cities on its banks.
 4. Name and locate the first and second cities in size in the United States.
 5. Name five States that border on the Great Lakes.
 6. Describe the Ohio River.
 7. Name three States that border on the Atlantic Ocean, and two on the Pacific Ocean.
 8. Name the capitals of five of the Southern States.
 9. What State produces the most cotton? Most rice? Most sugar-cane? Most coal? Most gold?
 10. Name five ports on the Great Lakes.
-

SPELLING.

Concise	Ceiling	Derision	Incredible
Artificial	Weirdly	Incompatible	Fascinate
Legally	Precede	Membrane	Ferule
Sustenance	Groveler	Gallery	Incited
Succor	Scurrilous	Capable	Counselor
Relieve	Libeled	Inexorable	Palliation
Rhapsody			

GRADE D—FIFTH YEAR.

WRITTEN ARITHMETIC.

1. Add 8642, 6879, 5319, 8765, 4323, 4567, 4264, 5377, 7777, 6389, 8683.
2. Divide 543843251 by 8903.
3. A man bought a farm of 160 acres at $\$87\frac{1}{2}$ an acre; he made a cash payment of $\$5240.80$. What does he still owe?
4. Bought 36 yards of cloth at $\$2.50$ a yard, 27 yards of silk at $\$4.75$ a yard, and 60 yards of calico at 8 cents a yard. What was the amount of my bill?
5. If 250 bushels of oats cost $\$95$, what will one bushel cost?
6. A planter raised 45 bales of cotton, each weighing 446 pounds; he sold it at $8\frac{1}{2}$ cents a pound. How much did it bring?
7. A farmer exchanged 86 bushels of wheat, at $\$1.12\frac{1}{2}$ a bushel, for flour at $\$5.37\frac{1}{2}$ a barrel. How many barrels of flour did he get?
8. If 225 barrels of flour cost $\$1687.50$, what will 100 barrels cost?
9. At 2 cts. 8 m. a pound, what will 25 barrels of flour cost?
10. How many yards of cloth, at $37\frac{1}{2}$ cents a yard, can you buy for $\$1976$?

MENTAL ARITHMETIC.

1. $57 + 9 + 9 - 8 - 8 - 7 - 7 - 9 - 9 - 8 + 9 + 5 + 7 + 9 = ?$
2. $75 \div 8 = ?$ $59 \div 9 = ?$ $68 \div 7 = ?$ $47 \div 6 = ?$ $88 \div 9 = ?$
3. If 8 lead pencils cost 72 cents, what will 1 dozen cost?
4. A boy had 60 cents; he spent $\frac{2}{3}$ of it for oranges at 5 cents each. How many oranges did he buy?
5. $37 - 9 + 8 - 7 + 9 - 7 + 6 - 8 + 9 - 6 + 5 - 9 + 8 - 7 + 8 = ?$
6. $8 \times 7 + 9 = ?$ $9 \times 6 + 7 = ?$ $88 + 9 = ?$ $9 \times 7 + 9 = ?$
 $12 \times 8 + 7 = ?$
7. I bought 7 sheep at \$6 each, and 6 at \$8 each. What did all cost?
8. How many apples, at the rate of 3 for 5 cents, can you buy for 30 cents?
9. $28 + 7 + 14 + 7 + 19 - 16 - 27 + 36 = ?$
10. A farmer bought 9 pounds of sugar at 8 cents a pound; he paid for it with eggs at 12 cents a dozen. How many dozen did it take? How many eggs?

GRAMMAR.

1. Fill the blanks, using either *sit, set, sat, writes, or wrote*.
He — down and — his lesson correctly.
John, — down and — your watch.
2. Write each of the following words in the plural: academy, cargo, address, chorus, melody.
3. Write a sentence, telling how some action was performed.
4. Point out the adverbs: He never asked help for himself, but worked at his task bravely, quietly, and patiently.
5. Select the proper words from these to fill the blanks: *them, I, me, us, he, she*.
Who did that? It was —.
Was it — or —?
It was neither — nor —.
6. Point out the adjectives: He was a good father, tender, wise, and thoughtful.
7. Fill the blank with a possessive: Clara heard her — voice calling her.
8. Change the verbs so as to denote past time: I will bring a glass of water to my sister, who is very thirsty.
9. My mother knows nothing about it; I brought it back before I went home. Point out the verbs, and tell what kind of time each denotes.
10. Write four lines from memory.

GEOGRAPHY.

1. What island is east of the Gulf of St. Lawrence? What one west of the North Sea? What one east of the southern part of Africa? What one south of the Chinese Sea?

2. Name the country north of the United States, and locate its capital.

3. What strait connects the Atlantic Ocean and the Mediterranean Sea, and what does this strait separate?

4. Name two large islands in the Indian Ocean.

5. Name the largest city of the United States, the largest on the Pacific Coast, the largest near the Gulf of Mexico, the largest on the Mississippi River, the largest inland city.

6. On what body of water is each of the following cities? Vienna, Paris, Tripoli, Hamburg, Rio Janeiro.

7. What States are separated by the Delaware River? By the Connecticut River?

8. What mountains of Europe are the highest? Of South America? Of Asia? Of North America?

9. What waters wash the Peninsula of Florida? Of India?

10. What river of Europe is the largest?

What river has the most beautiful scenery?

Into what body of water does the Potomac flow? The Susquehanna? The Niger?

SPELLING.

Canopy	Evaporation	Solemnly	Knowledge
Clamorous	Soldier	Igniting	Phantasy
Whimsical	Statues	Approbation	Paraded
Scenes	Offered	Immense	Cupboard
Indecision	Principles	Bayonets	Testimony
Cedar	Eulogy	Precisely	Connecticut
Separate			

GRADE E—FOURTH YEAR.

PROBLEMS.

1. Find the sum of 99589, 96978, 75698, 99748, 84999, 99499, and 59924.

2. The subtrahend is five hundred and five thousand and eighty-four; the minuend is six hundred thousand and sixty; find the difference.

3. Find the product of 789 and 897.

4. Find one-ninth of eight hundred and eighteen thousand five hundred and thirty.

5. If you can buy 8 barrels of flour for \$56, how many barrels can you buy for \$4529?

6. If you can buy 8 barrels of flour for \$56, how much will 4529 barrels cost?

7. Put down 45678 seven times in a column, and add.

8. $789016 \div 8$. $789012 \div 9$:

9. If the one-seventh of 658056 apples be divided among eight boys, what would be the share of each?

10. Write in words: 71036; \$502420; 1101 pks.

Write in figures: Nine hundred and ten thousand and one; twenty thousand and twenty.

MENTAL ARITHMETIC.

1. If a dozen knives are worth \$36, how many knives can be bought for \$24?

2. $92 - 8 - 9 - 7 - 12 - 15 - 9 - 7 = ?$

3. I bought 9 oranges for 54 cents; at that rate, what would I pay for 6 oranges?

4. If tape is 7 cents a bolt, and I buy 12 bolts, what change will I receive out of a dollar?

5. $29 + 7 + 8 + 7 + 9 + 6 + 15$ divided by 9 = ?

6. Mary had 108 coppers in a box; she gave eight playmates 12 coppers apiece. How many did she keep?

7. A farmer paid \$72 for a horse, \$9 for a saddle, \$6 for a bridle, and \$5 for a whip. If he had \$102 at first, how much money had he left?

8. The sum of six equal numbers is 42. What is one of the numbers?

9. I spent 27 cents, gave John 19 cents, and had 16 cents left. How many had I at first?

10. $63 \div 9 = ?$ $28 \div 7 = ?$ $7 \times 7 = ?$ $48 \div 6 = ?$ $101 - 17 = ?$

GEOGRAPHY.

1. Name the zones in their order, beginning with the most northern.
2. Name the grand divisions found in the Eastern Hemisphere.
3. Name the political divisions of North America.
4. Locate the Peninsula of Yucatan. Locate Behring Strait.
5. Which grand divisions are washed by the Pacific Ocean?
6. Name the principal branches of the Mississippi River, and tell in which direction each flows.
7. Between what grand divisions is the Caribbean Sea? Locate the Indian Ocean.
8. Into what bodies of water do these rivers empty? St. Lawrence, Mackenzie, Mississippi, Columbia, Rio Grande.
9. What grand divisions are joined by the Isthmus of Panama, and what waters are separated by it?
10. Which of the Great Lakes are between the United States and the Dominion of Canada? Which is wholly within the United States?

LANGUAGE.

1. Write the plural of wreath, ax, ox, knife, valley.
2. Use the nouns, or name words, in sentences to denote possession: boy, boys, horse, horses.
3. Make sentences, using *glass* and *silk*, to describe some object.
4. Use three adjectives or quality words in a sentence to describe your parents.
5. Change the sentence, "I see you," so that it will express past and future time.
6. Write a sentence containing *sit*; also a sentence containing *set*.
7. Correct and punctuate this sentence:
My fathers watches my mothers rings and my brothers clothes were stolen.
8. Write sentences to show that you know how to use these marks: (. , ? !)
9. Use the following words correctly in sentences: too, there, peace, presence, way.
10. Write an inquiry containing the possessive of child.

SPELLING.

Malicious	Chargeable	Critical	Apparition
Cautiously	Articles	Interfered	Existence
Forcibly	Ingenious	Assemblages	Flavored
Deliverance	Vegetable	Brilliant	Emphasis
Conscious	Atmosphere	Muscle	Warrior
Chandelier	Species	Acknowledging	Messages
Privilege			

GRADE F—THIRD YEAR.

PROBLEMS.

1. Find the sum of 9777, 895, 9799, 5583, 8999, 8867, and 8995.
2. Find the product of 16089 multiplied by 9.
3. If one house cost seven thousand and seven dollars, what would 7 houses cost?
4. Find the difference between 4963 and 20020.
5. Mr. B has 2168 sheep; Mr. M has 699 sheep more than Mr. B. How many has Mr. M?
6. $1942 + 712 + 6219 + 23156 + 19 + 717 + 11527 = ?$
7. A farmer raised 9742 bu. of wheat, and bought 1469 bu. How much wheat did he then have?
8. Take 1909 from 21010.
9. Multiply 35789 by 7.
10. Write in words: 90009; 4480. Write in figures: Twenty thousand and twenty; seven thousand seven hundred and seven.

MENTAL ARITHMETIC.

1. John has 84 cents; Henry has 12 cents more than John. How many cents has Henry?

2. $92 - 8 - 6 - 7 - 5 - 8 - 3 - 6 - 4 = ?$

3. If a man can walk 9 miles in a day, how far can he walk in 6 days?

4. $38 + 9 + 7 + 6 + 8 + 9 - 5 - 7 - 6 - 3 = ?$

5. I paid \$25 for a cow, \$8 for a calf, and \$15 for some sheep. What did I pay for all?

6. $54 \div 9 = ?$ $49 \div 7 = ?$ $72 \div 9 = ?$ $28 \div 4 = ?$ $36 \div 4 = ?$

7. If there are 42 trees in an orchard, and they stand in 7 rows, how many trees in each row?

8. $15 + 7 + 11 + 6 + 9 + 10 + 7 + 8 + 12 = ?$

9. Multiply 9 by 9, and then take away 13.

10. Write these in figures: XVI; XXIV; LII; XL; XXIX.

LANGUAGE.

1. Write a sentence that tells about more than one *ox*; another that tells about more than one *mouse*.
2. Write a statement. Write an inquiry.
3. Write a command with *Lucy* for the first word.
4. Write an inquiry with *Clara* for the last word.
5. Make one statement of these sentences:
 Large pears hung on the trees.
 Yellow pears hung on the trees.
 Juicy pears hung on the trees.
6. Write an inquiry with *we* in it.
7. Write a sentence with *do* in it.
8. Use *seen* in a statement. Use *went* in a statement.
9. Write statements containing these words: hymn, him.
10. Use *this* and *that* in a sentence. Change the sentence to mean more than one.

SPELLING.

Checks	Certain	Obliging	Travelers
Beasts	Compels	Brightness	Heaven
Treasure	Creatures	Grazing	Precious
Whether	Sewing	Distress	Scarcely
Leading	Sought	Joyfully	Caressed
Stockings	Hawk	Fretful	Offense
Comical			

GRADE G—SECOND YEAR.

LANGUAGE.

1. Write your name, the name of your school, and the name of the city in which you live.
2. Write the names of the days of the week.
3. Make one sentence of these two:
Mary has a basket of flowers.
Lucy has a basket of flowers.
4. Use *has* or *have* in a statement about knives.
5. Change your statement to a question.
6. Begin a statement with *he*. Change *he* in the statement you wrote to *they*.
7. Ask a question with these words: sing, the, do, sweetly, birds.
8. Fill the blanks with *know* or *no*:
Did you come late? —, I came early.
The children — their lessons.
9. Use *blew* in a statement.
10. Use *blue* in a question.

SPELLING.

Taking	Once	Break	Laughing
Waste	Whistle	Brought	Guess
Second	Griefs	Friends	Quiet
Chirped	Woes	Eight	Cried
Flapped	Carried	Float	Touch
Really	Build	Hitched	Tease
Obey			

QUESTIONS IN GERMAN

SUBMITTED TO THE VARIOUS GRADES OF THE

INTERMEDIATE AND DISTRICT SCHOOLS

FOR TRANSFER AT THE

ANNUAL EXAMINATIONS.

GRADE A—EIGHTH YEAR.

GERMAN.

Uebersetzen Sie :

1. The boy said: "The sun which we see every day in the beautiful blue sky shines for me as brightly as for the prince; and the mountains and valleys display the same beautiful green and the same lovely flowers for me as for him.

2. The dog thus invited went at the appointed hour, and, seeing the preparations for so grand an entertainment, said cheerfully: "How glad I am that I came!"

3. The fox accumulated all that they had killed into one large heap, and left to himself the smallest possible morsel.

Uebersetzen Sie :

4. Der Lerchengesang verstummte, ebenso verhalten die Lieder des Waldes. Die Heerden zogen still nach ihren Ställen, und die Feldarbeiter schritten ermüdet nach ihren Hütten.

5. Der Anblick eines feuerspeienden Berges gewährt ein übergewältigendes Schauspiel, die Verheerungen der glühenden Lava jedoch sind entsetzlich anzusehen.

6. Wende die Mitvergangenheit der folgenden Zeitwörter in Sätzen an: Würdigen, schelten, wegnehmen, sich erkundigen, spotten.

7. Nenne zwei Verhältnißwörter, die zwei Fälle regieren können, und zeige dieses an Beispielen (vier Sätze).

8. Wende folgende Wörter in Sätzen an: Vermittelt, zuwider, oberhalb, ohne, außer.

9. (a) Schreibe einen einfachen, einen erweiterten und einen zusammengezogenen Satz nieder.

(b) Zu welcher Klasse gehört der folgende Satz, und warum?

Im schönen Monat Mai singen die muntern Singvögel in Wald und Flur ihre herrlichen Lieder.

10. Bilde eine Satzverbindung, in der die einzelnen Sätze durch ein zusammenstellendes Bindewort, und eine andere, in der sie durch ein entgegennstellendes Bindewort verbunden sind.

GRADE B—SEVENTH YEAR.

TRANSLATION.

1. Wenn Du meiner Hülfe bedarfst, so rufe mich nur, ich werde sogleich da sein.

2. Ein armer Bauernknabe wurde von einem reichen Manne in die Stadt gebracht, damit er dort studiren konnte.

3. Die Franzosen wurden von den Deutschen in der Schlacht bei Sedan geschlagen.

In welchem Jahre, und von wem, wurde Amerika entdeckt?

4. Eine Ziege weidete auf einem steilen Felsen; ein Wolf entdeckte sie, und versuchte zu ihr hinaufzuklimmen.

5. Theure Mutter, ich will es gestehen, ich habe sehr viel geweint, als Du mich verlassen hattest.

6. Do you still remember the pleasant days we spent in Germany?

7. A father took a walk in a beautiful garden with his son.

8. I am envied by my friends, but your merits are acknowledged by all.

9. An elephant passed by the shop of a tailor, who sat at the open window and worked.

10. John exclaimed: "There comes Tom; let us have some fun with him."

GERMAN GRAMMAR.

1. Nenne drei Gemeinnamen und zwei Eigennamen.
2. Bilde mit folgenden Eigenschaftswörtern Dingwörter, und wende sie in Sätzen an: Mächtig, reinlich, ähnlich.
3. Folgende Wortverbindungen setze zu Wörtern zusammen: Der Schlag der Wachtel. Die Kirse welche süß schmeckt. Die Mühle welche durch Wind getrieben wird.
4. Führe folgende Sätze aus: Blind—Eifer schadet nur; Blind—Eifer folgt oft rasch die Strafe; Blind—Eifer muß man unterdrücken.
5. Geben zwei Verhältnißwörter an die den dritten, und drei die den zweiten Fall regieren, und wende sie in Sätzen an.
6. Setze in den richtigen Fall: Ich will (ich) erkundigen. Wie hast Du (ich) erschreckt. Gehe nicht, nimm (ich) mit. Bist Du (mein Dienst) benöthigt? Es ist wenig an (sie) gelegen.
7. Gebe die Stammformen folgender Zeitwörter an: Binden, liegen, schmelzen, laufen, ziehen.
8. Setze folgende Sätze in die Thätigkeitsform: Heiße Thränen werden Rinde geweint. Der Dohse wird von dem Metzger geschlachtet.
9. Bilde einen Satz welcher Subjekt, Prädikat, Objekt, Beifügung und Umstand der Zeit enthält.
10. Nenne alle Satzglieder in folgendem Satze, und gebe an zu welchen Sätzen er gehört: Ich habe die Uhr gefunden, und dem Eigenthümer gegeben.

GERMAN SPELLING.

Freigebigkeit und Sanftmuth machten ihn überall beliebt, und bald befand er sich in einem gesellschaftlichen Kreise, der von mancher Annehmlichkeit begleitet war. — Seine Augen wurden immer schlaftrunkener, und er steckte das Buch wieder ein. — Vergaß, vergab, über Felsen und Waldbäche rannte er rasend umher. — Hohe Waldgebirge winken aus blauer Ferne, spiegeln sich dann in dem herrlichen Strome, bis er die weite schrankenlose Ebene betritt, und nun dem Schooße des Meeres zueilt. — An den Wiegen des Rheines erklingen die Gesänge armer, aber freier und froher Hirten, an seinen Mündungen zimmert ein ebenso freies, dabei reiches Volk seine schwimmenden Häuser.

Für jeden Fehler 2 Prozent ab.

GERMAN COMPOSITION.

Beschreibung des Schulzimmers.

GRADE C—SIXTH YEAR.

TRANSLATION.

1. Sobald der Bauer sein Pferd verkauft hatte, reiste er wieder ab.
2. Jeder Schüler lernt für sich selbst, und nicht für seinen Lehrer.
3. Eine Mutter nahm ihr kleines Kind mit auf das Feld und setzte es auf die Erde auf ein weiches Kissen.
4. Vor einigen Jahren fanden einige Englische Offiziere ein kleines Tigerkätzchen, welches sie mit einer Kette an den Pfosten ihres Zeltes banden.
5. Die Tigerin drehte sich nach der Thür des Zeltes und stürzte ebenso schnell wieder hinaus als sie gekommen war.
6. The stranger had just left, when my father came home.
7. When we come out of school, we shall go to see our grandparents.
8. Large mirrors and beautiful pictures were hanging on the walls.
9. There is a beautiful zoölogical garden not far from the city of Cincinnati.
10. Did you lose the ring within the house or outside of it?

GERMAN GRAMMAR.

1. Biegt in Ein- und Mehrzahl: Der tapfere Soldat.
2. Bildet je einen Satz mit einem abstrakten und konkreten Dingwort.
3. Setze statt der Querstriche passende persönliche Fürwörter: — habe eine gute Mutter; — liebt — von Herzen. Sie sorgt für —; Sie thut — täglich viel gutes.
4. Nenne drei Verhältnißwörter die den zweiten Fall regieren, und bilde Sätze damit.
5. Gib die ersten und zweiten Mittelform folgender Zeitwörter an: Zeichnen, eilen, ziehen, fallen, fliegen.
6. Setze in die sechs Zeitformen: Die Katze fängt die Maus.
7. Setze statt der Querstriche passende Objekte: Der Wolf zerreißt —. Die Mutter näht—. Der Dieb stahl—. Der Schreiner macht—. Mein Vater wird mir — laufen.
8. Gebrauche folgende Umstandswörter zu Sätzen: Hier, nirgends, vorwärts.
9. Bilde einen einfach erweiterten Satz.
10. Nenne alle Satzglieder in folgendem Satz: Gestern fand das Mädchen eine schöne Puppe.

GERMAN COMPOSITION.

Die Singvögel.

Ein freundliches Dörflein war von einem ganzen Walde fruchbarer Bäume umgeben. Die Bäume blühten and dufteten im Frühling auf das lieblichste. Auf ihren Aesten und in Hecken umher sangen und nisteten allerlei muntere Vögelein. Im Herbst aber waren alle Zweige voll von herrlichen Äpfeln, Birnen und Pflaumen. Da sangen einige böse Buben an die Nester der Vögel auszunehmen. Die Vögel zogen daher aus dem Orte nach und nach ganz weg. Man hörte an den schönen Frühlingmorgen kein Vögelein mehr singen, und in den Gärten war es ganz still und traurig. Die schädlichen Raupen, die sonst von den Vögeln hinweggefangen wurden, nahmen überhand, und fraßen Blätter und Blüthen ab. Die Bäume standen kahl da, wie mitten im Winter; und die bösen Buben, die sonst köstliches Obst im Ueberflusse hatten, bekamen nicht einmal einen Apfel mehr zu sehen.

GERMAN SPELLING.

1. Eine schlechte That wird überall erzählt, aber wenn eine gute geschieht, so schweigt man davon.

2. Im Sommer, bei anhaltend trockener Hitze, zieht sich eine Art von Laubfröschen in benachbarte Wälder zurück.

3. Ein Vierteljahr lang mußte Max stille liegen, und durfte, um das Blut nicht zu erhitzen, keinen tropfen Wein trinken.

4. Ein Rabe trug ein Stück vergiftetes Fleisch, daß der erzürnte Gärtner für die Katzen seines Nachbarn hingeworfen hatte, in seinen Klauen fort.

5. Der Ton eine Pfeife, die ich im vorbeigehen in der Hand eines andern Knaben sah, entzückte mich so, daß ich ihm freiwillig für das eine Stück meine ganze Baarschaft anbot.

Für jeden Fehler 2 Prozent ab.

GRADE D—FIFTH YEAR.

GERMAN GRAMMAR.

1. Bilde von folgenden Eigenschaftswörtern Dingwörter : Krank, schön, fleißig, gesund, träge.

Schreibe folgende Sätze, und setze die eingeklammerten Wörter in den richtigen Fall :

2. Der Dieb entrinnt (die Gefahr). Die Maus entwischt (die Kaze).

3. Der Schüler muß (die Eltern) und (der Lehrer) gehorchen.

4. Außerhalb (d— Schulhaus—) ist ein Hof ; darin spielen die Kinder während (d— frei Zeit).

5. Der Fisch lebt in (d— Wasser). Ich werfe den Fisch in (d— Wasser).

6. Setze folgende Sätze in die Mitvergangenheit : Der Vater schreibt. Ich mache einen Fehler. Das Messer schneidet gut. Das Kind hat die Unwahrheit gesagt. Ich werde arbeiten.

7. Gebrauche folgende Wörter richtig in Sätzen : Für, nach, zu, wegen, an, auf.

8. Fülle die Lücken aus : — gehört d— Buch ? — Buch gehört d— Mädchen. — Bleistift ist das ?

9. Ergänze : D— Dach d— Thurm— ist höh— als d— Dach d— Haus—.

10. Nenne Subjekt, Prädikat und Objekt in folgendem Satze : Der Schüler schreibt seine Lektion.

TRANSLATION.

1. Wer ist jener Herr? Wessen Rock ist dies?
2. Die Lehrerin schelt. Bis wann können Sie meine Schuhe flicken?
3. Der Landmann pflügt das Feld, und säet den Samen.
4. Unser Nachbar wird ein neues Haus bauen; er wird sein altes verkaufen.
5. The dressmaker said she would bring the dress to-morrow night.
6. She performed her duty as well as she could.
7. The father went with his whole family to the exposition.
8. Weeds are growing among the wheat and the oats.
9. The teacher sat down beside the pupil.
10. The friend of a physician owned a dog that had broken his leg.

GERMAN SPELLING.

Vor dem Gewitter ist der Mensch gewöhnlich unlustig und matt.

Jung eingefangene Löwen können bis zu einem gewissen Grade gezähmt werden; doch kann man ihnen nicht immer recht trauen.

Die Jungen verstehen die Mutterstimme wohl und laufen herbei, und die Henne verbirgt sie alle unter ihren ausgebreiteten Flügeln.

Sobald sich zwei oder mehrere Königinnen in einem Stode befinden, so entsteht gleich ein allgemeiner Aufruhr.

Der Herr kam einmal sehr verdrießlich nach Hause, und setzte sich nieder zum Mittagessen.

Er faßte die Schlüssel und warf sie durch das offene Fenster in den Hof hinab.

Für jeden Fehler 2 Prozent ab.

GERMAN COMPOSITION.**Die Quelle.**

An einem heißen Sommertage ging der kleine Wilhelm über Feld: Seine Wangen glühten vor Hitze, und er lechzte vor Durst. Da kam er zu einer Quelle, die im grünen Schatten einer Eiche hell wie Silber aus einem Felsen hervorbrach. Wilhelm trank sogleich von dem eiskalten Wasser und sank fast ohnmächtig zur Erde. Er kam krank nach Hause, und verfiel in ein gefährliches Fieber. „Ach,“ seufzte er auf seinem Krankenbette, „wer hätte es jener Quelle angesehen, daß sie ein so schädliches Gift enthalte!“ Allein Wilhelm's Vater sprach: „Die reine Quelle ist an deiner Krankheit nicht Schuld, sondern deine Unvorsichtigkeit und Unmäßigkeit.

Zweimal vorzulesen.

GRADE E—FOURTH YEAR.

LANGUAGE LESSONS.

1. Bildet aus den gesperrt gedruckten Wörtern Dingwörter, und füllet damit die Lücken aus: Ein Knabe, der nascht, ist ein—. Ein Mädchen, das nascht, ist eine —.

2. Setze in folgendem Satze statt der eingeklammerten Dingwörter die betreffenden Eigenschaftswörter: Die Kaze ist (Dieb), der Truthahn ist (Fank), und der Hase ist ein (Furcht) Thier.

3. Kennet Subjekt, Prädikat und Objekt in folgenden Sätzen:

(a) Den Vogel erkennt man an den Federn.

(b) Begießt das Mädchen die Blumen?

4. Ergänzt und setzt die eingeklammerten Fürwörter in den richtigen Fall: D— gut— Jäger winkte d— arm— Köhlerknabe— und dieser folgte (er). Jen— hübsch— Garten gefällt (sie Einz.) und (ich); er gehört e— reich— Dame. Ich sah (er), als er (ich) rief. D— klug— Landmann stellte e— groß— Strohmann auf sein— Acker, und gab (er) e— lang— Peitsche in d— Hand.

5. Ergänzt: Aus d— Haut d— Schaf— und d— Ruh wird Leder gegerbt. Maß purzelte von d— Baum— und fiel gegen e— scharf— Stein.

6. Setzt in die Gegenwart: Der Abend kam und die Sonne sank tiefer.

7. Setzt in die Mitvergangenheit: Das Laster treibt ihn hin und her
Und läßt ihm keine Ruh'.

8. Setzt den 6ten Satz auch in die Zukunft.

Für jeden Fehler 2 Prozent ab.

TRANSLATION.

1. Diligence is useful to the pupil.
2. These chickens belong to the landlord.
3. Good children obey their parents.
4. You shall all see my pictures.
5. Your father lent him a sum of money.
6. Somebody asked for you.
7. The well gives us cool water.
8. The woman found a ring on the street.
9. An honest man will pay his debts.
10. The blossoms of the peach-tree are red.

GERMAN SPELLING.

Wenn uns die Luft plötzlich entzogen würde, so müßten wir sogleich sterben. Emsig suchte Gustav und freute sich sehr, wenn zwischen dem dunkeln Laube ein rothes Beerchen ihn anlachte. Das schreckliche Geheul der Indianer und die Kugeln brachte die ganze Armee in Unordnung. Washington selbst hielt die Leichenrede, weil kein Prediger anwesend war. Ein Hase war lange Zeit auf der hohen Schule gewesen und hatte fleißig studirt. Als er nun wieder nach Hause kam, bat er den Löwen, er möchte ihm jetzt einen Dienst geben.

Für jeden Fehler 2 Prozent ab.

GERMAN COMPOSITION.

Der Löwe. (Lektion 106).

Ein Raubthier. Geschlecht. Größe. Wo gefunden.

Kann gezähmt werden, wenn jung eingefangen; aber man kann ihm nicht immer recht trauen.

Erzählung, wie der Löwe in der Menagerie in Raffel seine Wärterin tödtete.

Zweimal vorher durchnehmen.

GRADE F—THIRD YEAR.

LANGUAGE LESSONS.

1. Setzt den richtigen Fall: Der höfliche Knabe dankt d— Mann— für d— Apfel. Die Magd hilft d— Mutter bei d— Arbeit. Der Hund folgt d— Jäger, und gehorcht sein— Worte.
2. Ergänzet: Karl ging mit sein— Schwester durch d— Garten, um für d— Mutter Blumen zu pflücken.
3. Ergänzet: Das Pferd trägt d— Sack. Der Hund zieht ein— Wagen. Der Knabe schlug die— Raze. Der Knecht füttert d— Pferde und d— Kühe. Die Mutter liebt ihr— Kinder.
4. Bezeichnet Dingwörter, Eigenschaftswörter und Zeitwörter in diesem Satz: Der gute Hund bewacht in der dunklen Nacht das Haus.
5. Verwandelt in Fragesätze: Das Mädchen schreibt schön. Im Sommer ist es warm. Wir arbeiten bei Tage.
6. Setzt die richtige Vergleichungsstufe: Der Hund ist (groß), als die Raze. Emma ist (gut), als Marie. Der Thurm ist (hoch), als ein Haus. Karl ist der (gut) Knabe in der Schule.
7. Setzt in der Mehrzahl: Der Knabe spielt mit dem Hunde.

Für jeden Fehler 3 Prozent ab.

TRANSLATION.

1. The tailor makes coats, pants, and vests.
2. My father met his cousin and her husband.
3. The servants serve their master.
4. This ink is red.
5. The locksmith made a new key.
6. His slate is larger than mine.
7. This church has the highest steeple.
8. Charles writes well, Emily writes better, but Alice writes the best.
9. This man works for my father.
10. The road from the city to the village is four miles long.

GERMAN SPELLING.

Das ist eine Lust für Knaben wenn es Schnee gibt, und der leichte Schlitten pfeilschnell den Berg hinabfliegt! Der Budel sprach: „Wenn ich daran denke, wie ich lahm geworden bin, so thut mir noch immer mein armer Herr leid; den haben die Räuber im Walde todtgeschlagen.“ Der Herr des Gartens hatte ihn mit dem Holze geworfen, und so gut getroffen, daß er vom Baume fiel. Als Emil Blut sah, wurde er ängstlich, und fing an zu weinen.

Für jeden Fehler 2 Prozent ab.

GERMAN COMPOSITION.

Der alte Löwe. (Nach Lektion 86).

Zweimal vorlesen.

GRADE G—SECOND YEAR.

TRANSLATION.

1. A bird sings.
2. The dogs bark.
3. The sky is blue.
4. My pencil is short.
5. A lion is strong.
6. The board is smooth.
7. That barrel is empty.
8. These berries are sweet.
9. The room is warm.
10. The shoes are tight.

GERMAN SPELLING.

1. Ein braves Kind legt, stellt und setzt sich nicht auf den Tisch.
2. Die Milch kommt von der Kuh und von der Ziege.
3. Im Sommer und Herbst wird das Obst reif.
4. Das Fleisch wird gekocht oder gebraten.
5. Ich kann sehen, hören, riechen, schmecken und fühlen.
6. Ich habe fünf Sinne.
7. Ein junges Pferd heißt Füllen.

Für jeden Fehler 2 Prozent ab.

GERMAN COMPOSITION.

Das Pferd. (Nach Lektion 15).

Zweimal vorlesen.

**Contract Establishing the Union Board of High Schools,
May, 1851.**

WHEREAS, By an act of the General Assembly of the State of Ohio, passed February 11, 1845, the Trustees and Visitors of Common Schools of the City of Cincinnati, for the purpose of better organizing and classifying the schools under their supervision, are empowered to establish, with the consent of the City Council, such other grades of schools than those already established as may to them seem necessary and expedient; and, for the furtherance of the above-named object, are also empowered, by and with the advise and consent of the City Council, to contract with any person or persons, whether in their individual, corporate or fiduciary capacity, or with any institutions, in relation to any funds that may be at the disposal of such person or persons, or such institution, for the education of all such children as are entitled to the benefit of Common School Fund instruction in said city; and,

WHEREAS, The Board of Trustees of the Woodward College and High School, and the Trustees of the Hughes Fund, have under their control large amounts of property and money, intended to furnish High School education to the poorer portion of youth, which they are desirous to unite with the City School Fund, under an arrangement with the Trustees and Visitors of Common Schools, and under a general plan which will secure High School instruction to all the youth of the city of both sexes;

Now, therefore, to accomplish the purposes aforesaid, the parties aforesaid—that is to say, the Trustees and Visitors of the Common Schools, of the first part, the Trustees of the Woodward College and High School, of the second part, and the Trustees of the Hughes Fund, of the third part—have entered into the following contract:

It is agreed that, as soon hereafter as practicable, High Schools for boys and girls—one to be styled the Cincinnati Woodward High School, and the other the Cincinnati Hughes High School—shall be established as hereinafter provided, to be under the direction of a Board of Trustees, which shall be composed of six members to be elected by the Board of Trustees and Visitors of Common Schools from their number, *the two permanent members of the Woodward Board the three members of said Board elected by the City Council, and two members of the Hughes Board, elected from their number, making thirteen in all, which Board shall have the usual power of Trustees for the management of said schools.

It is further agreed that the party of the first part shall furnish as much money as, added to the properties and funds of the second and third parties, will furnish High Schools that will accommodate and educate all the white youth of the city who may apply for admission to such High Schools, and who may be sufficiently advanced in the several studies, according to the rules that

* See Act of March 29, 1863, p. 274.

may be prescribed by the Board to be appointed as aforesaid, provided that the standard of attainment to be fixed for admission into such High Schools shall not be lower, unless with the concurrence of the party of the first part, than that now established for the City Central School; and that, with the like concurrence of said Board, provision shall be made for teaching all the branches now taught in the Central School, and such other branches as the said Board may from time to time prescribe, provided, however, that the funds required to be appropriated by the party of the first part shall not in any wise impair the efficiency and permanency of the Common School system as now existing in said city.

It is agreed that the said Board of Trustees shall appoint the professors, teachers and others performing any duty or service connected with said school, and the said Board of Trustees shall recommend to the party of the first part the salaries or compensation proper to be paid to the persons so appointed or employed, but the party of the first part shall fix the amount of such salaries and compensation, and shall audit and order payment of the same, as well as of all other incidental expenses connected with said schools—provided no person shall be appointed as teacher who has not been examined and received his certificate from the Board of Examiners, as is now, or may be hereafter, required by law, and no scholar shall be received into said High Schools who is not a resident of the City of Cincinnati, and no tuition fee shall ever be received from any scholar admitted into said schools.

The party of the second part agrees to place at the disposal of the Board of Trustees herein provided, for the use and support of the High Schools contemplated by this arrangement, a lot of ground 220 feet front on Franklin street, by 200 feet deep to Woodward street, with the building thereon, and the net annual income of the Woodward Fund, now valued at, say, four thousand five hundred dollars per annum.

The party of the third part agrees to contribute, as aforesaid, the lot of ground belonging to the Hughes Fund, 90 feet front on Ninth street, east of Vine street, by 120 feet deep, the amount of cash now on hand, about fifteen thousand dollars, and the net annual income from rents, etc., valued at two thousand dollars.

That as soon as this agreement is ratified by all the parties hereto, the Board aforesaid shall be organized and proceed to adopt a plan, and erect a suitable building on the Hughes lot on Ninth street for a High School, large enough to accommodate five hundred scholars, and the money in the hands of the Trustees of the Hughes Fund shall be applied so far as the same may be required to defray the expenses thereof, and the said Board shall also adopt a plan for, and erect a suitable building for a High School on the Woodward lot on Franklin street, at the cost of the said party of the first part, large enough to accommodate five hundred scholars, and both of said buildings shall be erected and the schools therein opened under this agreement immediately after the vacation of 1851, and immediately thereafter and thenceforth the net annual incomes of the second and third parties shall be paid over quarterly, as collected, to such city officer as shall have charge of other City School Funds, to be applied toward the support of the High Schools of the city as aforesaid.

Provided, if the said party of the first part should refuse or neglect to comply with the engagements entered into as aforesaid by the said party of the first part, then the engagements aforesaid of the second and third parties may be held as canceled, and the said second and third parties may resume and separately contract their respective properties and funds as if this contract had never been made, and provided, further, that in case of such canceling of this contract, the party of the second part will pay to the said party of the first part, for the building to be erected as aforesaid, what such building may be worth, in four equal annual payments, with interest from the date of award on the amount awarded, the value to be fixed by two men, one of whom shall be chosen by each party, and if they can not agree, the two shall choose a third.

The party of the third part also agrees to refund to the party of the first part whatever amount, if any, said party of the first part may advance toward the erection of the building herein provided for on the lot on Ninth street, over and above the fifteen thousand dollars now on hand for that purpose, due allowance being made in proportion to the amount advanced for ordinary wear and tear of the buildings, to be determined in the manner above stated between the first and second parties.

On behalf of the Trustees and Visitors of Common Schools of Cincinnati, by an order of the Board to that effect.

B. STORER, *President.*

For Trustees of Woodward College and High School.

SAMUEL LEWIS, *Pres. Board of Trustees.*

By order of the Board of Trustees of the Hughes Fund.

W. GREENE, *President.*

Resolution Adopted by the City Council, May 19, 1851.

Resolved, By the City Council of the City of Cincinnati, that this Board promptly and heartily advises and consents to the confirmation and execution of the triple contract of the Board of Trustees and Visitors of Common Schools of Cincinnati, of the Trustees of Woodward College and High School, and of the Trustees of the Hughes Fund, hereto attached, according to the provisions of Act of General Assembly, passed July 11, 1845, and to the fullest extent that such advice and consent may be necessary. Provided, that the said Board of Trustees will consent to rescind the requisite of building one of said school-houses upon the Hughes lot, and will consent to its sale, and purchase of another lot in a more western part of the city with the proceeds of said sale.

The foregoing proviso was accepted by all parties to the above contract. The Hughes lot on Ninth street was sold, and a lot on the south side of Fifth street, opposite Mound street, 95 feet front by 200 feet deep, purchased in its place.

July 25, 1862, the triple contract was amended by the contracting parties so as to permit the admission of non-resident children upon payment of the tuition fees prescribed by the Union Board.

July 25, 1862, the tuition fee was fixed at \$40 per year.

February 18, 1867, the Union Board adopted the tuition fee of \$60 per year.

August 30, 1883, the tuition fee was fixed at \$70 per year.

[SENATE BILL No. 268.]

To amend an act entitled "An Act to incorporate the Woodward High School of the City of Cincinnati, passed January 15, 1831."

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio, That* Section 5 of an act entitled "An Act to incorporate the Woodward High School of the City of Cincinnati" be so amended as to read as follows:

SECTION 5. All of the five trustees of the said High School, and their successors in office, shall henceforth be appointed by the Court of Common Pleas of Hamilton County, and shall have and hold the said office for the term of five years, and until their successors respectively shall be duly appointed by said court; provided, that the persons so appointed shall be and remain citizens of the City of Cincinnati during their term of office, respectively; and provided, also, that the four trustees now in office shall be allotted severally, as the said court shall determine, one of them for the term of five years, one for the term of four years, one for the term of three years, one for the term of two years, from the date of such first appointment under this act; and the vacancy now existing shall be filled by an appointment for the term of one year from this date; and at the expiration of their said terms, the said court shall forever appoint their successors, respectively, for the term of five years, and until their successors are duly appointed as aforesaid, so that one shall be appointed in each year, unless to fill vacancies, and any vacancy shall be filled by said court only for the unexpired time of the several terms so directed. It shall be the duty of the said trustees to lease the said lands in the most beneficial manner, and as soon as a sufficient sum of money is raised thereby, to locate and erect a commodious building, to be used and occupied as a school-house; to procure teachers and professors of good morals, and well qualified to instruct and educate as many of the above described children as the state of the funds will allow; they shall keep the buildings in good repair, and on the first day in each year shall render a full and true account to the city council of the City of Cincinnati of all the money received by them, and all dues and demands owing to them as such, together with an account of all their expenditures and disbursements, and also all surplus moneys in their hands, or in the hands of any treasurer appointed by them, belonging to said trust; and the said trustees shall have power to appoint annually some good and responsible person, resident within the City of Cincinnati, to be their treasurer, requiring of him such security for the faithful discharge of his duties as they shall deem sufficient. It shall be the duty of such treasurer to receive and keep safely all moneys delivered to him by the trustees on account of the said trust, and to enter an account of the same in a book provided for that purpose, wherein he shall also keep an account of all disbursements made by him to the order of said trustees or otherwise, which book shall be open to the inspection of said trustees; and he shall, moreover, render an account of the same, as well as of all his doings in relation to said trust, on the fifteenth day of December in each year.

SEC. 2. That the said original Section 5 be, and the same is, hereby repealed.

SEC. 3. This act shall take effect and be in force from and after its passage.
[Passed March 29, 1883.]

SECTIONS
OF THE
OHIO SCHOOL LAWS
APPLICABLE TO THE
DISTRICT OF CINCINNATI.

Adopted June 27, 1879—With Amendments.

- CHAPTER 1. { SANITARY CONDITION OF SCHOOLS, ETC.
CLASSIFICATION AND CHANGE OF DISTRICTS.
CHAPTER 2. CITY DISTRICTS OF THE FIRST CLASS.
CHAPTER 6. SCHOOL FUNDS.
CHAPTER 7. PROVISIONS APPLYING TO ALL BOARDS.
CHAPTER 8. SCHOOL-HOUSES AND LIBRARIES.
CHAPTER 9. SCHOOLS, AND ATTENDANCE ENFORCED.
CHAPTER 10. ENUMERATION, TREASURER AND CLERK.
CHAPTER 11. REPORTS.
CHAPTER 12. EXAMINERS.
CHAPTER 13. TEACHERS' INSTITUTES.
CHAPTER 14. CINCINNATI AND TOLEDO UNIVERSITIES.

CHAPTER I.

SANITARY CONDITION OF PUBLIC SCHOOLS, AND CLASSIFICATION AND CHANGE OF DISTRICTS.

SECTION

2135. Sanitary condition of the public schools.

3885. Classes of school districts.

3889. Change of classification in certain cases.

3890. Township districts.

3891. Special districts.

SECTION

3892. Boundaries of sub-districts not changed.

3993. Transfer of territory from one district to another.

3894. Township districts may become village districts.

3895. How vote shall be taken.

3896. How board organized.

SECTION 2135. [As amended March 15, 1883.] The Board of Health may take measures and supply agents, and afford inducements and facilities for gratuitous vaccination and disinfection, may afford medical relief to and among the poor of the corporation, as in its opinion the protection of the public health may require, and during the prevalence of any epidemic may provide temporary hospitals for such purposes; and the said board is hereby required to inspect semi-annually, and oftener if in the judgment of the board it shall be deemed necessary, the sanitary condition of all schools and school buildings within the limits of the corporation.

SEC. 3885. The state is hereby divided into school districts, to be styled, respectively, city districts of the first class, city districts of the second class, village districts, special districts, and township districts.

SEC. 3889. Municipal corporations hereafter created, or advanced to a higher grade, except villages created by advancement or otherwise, shall, from and after their creation or advancement, be school districts corresponding to their grade as herein provided.

SEC. 3890. Each organized township, exclusive of any of its territory included in a city, village, or special district, shall constitute a school district, to be styled a township district.

SEC. 3891. Any school district now existing, other than those mentioned in sections *thirty-eight hundred and eighty-six, thirty-eight hundred and eighty-seven, thirty-eight hundred and eighty-eight, and thirty-eight hundred and ninety*, which has been established by a vote of the people in accordance with any act of the general assembly, or which has been established by a general or local act of the general assembly, shall constitute a school district, to be

styled a special district, and such districts may be established as provided in chapter five of this title.

SEC. 3892. The several sub-districts and joint sub-districts now existing within any township district shall continue, according to their respective boundaries, to be sub-districts or joint sub-districts thereof, subject to the provisions of this title.

CHANGE OF DISTRICT.

SEC. 3893. A part of the whole of any district may be transferred to an adjoining district by the mutual consent of the Boards of Education having control of such districts; but no such transfers shall take effect until a statement or map, showing the boundaries of the territory transferred, is entered upon the records of such boards; nor, except when the transfer is for the purpose of forming a joint sub-district, until a copy of such statement or map, certified by the clerks of the boards making the transfer, is filed with the auditor of the county in which the transferred territory is situated; and any person living in the territory so transferred may appeal to the county commissioners, as provided in section *thirty-nine hundred and sixty-seven*, and the commissioners, at their first regular meeting thereafter, shall approve or vacate such transfer.

CHAPTER II.

CITY DISTRICTS OF THE FIRST CLASS.

SECTION

3897. Board of Education—how constituted, and how membership increased.

3898. When two members for each ward, how elected.

3899. When one member for each ward, how elected.

SECTION

3900. Where certain electors to vote plats of attached territory.

3901. Conduct of elections.

3902. How electors on attached territory to cast ballots.

3903. Meetings and certain powers of the board.

SECTION 3897. In city districts of the first class, the Board of Education shall consist of two members from each ward, except in districts organized under a law providing for one member only for each ward, in which districts the board may at any time, by a vote of the majority of its members, provide that thereafter each ward shall be represented by two members, and thereupon proceed to choose one additional member for each ward, to

serve until the next annual election for city officers, and until the election and qualification of his successor; and each member of the board shall be an elector of the ward or of the township, or part of a township, which for school purposes has been or may be attached to said ward, for which he is elected or appointed: provided, that in city districts of the first class, having a population, according to the last federal census, of one hundred and fifty thousand, and over, the Board of Education shall consist of thirty-seven members, twelve of whom shall be elected at the April election of the current year, to hold office as follows: The four members who receive the highest number of votes, for three years; the four who receive the next highest number of votes, for two years; the four who receive the next highest number of votes, for one year; and thereafter there shall be elected annually four members to serve for three years. In case of a tie vote, the choice of terms shall be determined by lot, and the remaining twenty-five members shall consist of those members of the Board of Education elected at the April election in 1879, and whose terms of office do not expire until April, 1881; that, beginning with the April election of 1881, one member shall be elected from each ward of said cities; provided that, in cases where for school purposes additional territory is attached to a given ward, said member may be elected from said additional territory as above provided: and such of said members as shall have been elected by wards having an odd numerical designation, or from territory attached for school purposes to said ward having an odd numerical designation as above provided, shall serve for a term of one year; and such of said members as shall have been elected by wards having an even numerical designation, or from territory attached for school purposes to said ward having an even numerical designation, as above provided, shall serve for the term of two years; and annually thereafter, as the term of the members elected by said ward, or ward with territory attached for school purposes, as above provided, shall expire, successors shall be elected to hold for the term of two years. The members elected under this act shall hold office until their successors are elected and qualified; provided, that the Board of Education established by this act shall be, in all respects, the successors of the respective boards whose places they take.

SEC. 3898. At every annual election for city officers in a city which constitutes a district of the first class, and wherein the board consists of two members for each ward, there shall be elected in each ward, by the qualified electors thereof, one judicious and competent person to serve as a member of the Board of Education of the district for two years from the third Monday of April succeeding his election, and until the election and qualification of his successor. Provided, that at the annual election for city officers held first after a city has been constituted a city district of the first class, with a board to consist of two members from each ward, there shall be elected in each ward of such city, by the qualified electors of such

ward and of said district entitled to vote in such ward, two persons of the required qualifications to serve as members of the Board of Education of such district, one for one year and the other for two years, from the third Monday of April succeeding their election, and until the election and qualification of their successors. And, provided, that any elector residing in such district, but not in any ward of such city, shall, if the territory containing his residence has not been attached to any ward for school purposes, as provided in section thirty-nine hundred, be entitled to vote for members of the school board in the ward nearest his residence; and in such case a separate ballot-box and poll-book shall be provided and used, as required by section thirty-nine hundred and two, in each ward where any such elector may be entitled to vote.

SEC. 3899. When the board consists of as many members as there are wards, there shall be elected, at the annual election for city officers, in the year *eighteen hundred and eighty*, and every two years thereafter, in each ward designated by an even number, and in the year *eighteen hundred and eighty-one*, and every two years thereafter, in each ward designated by an odd number, by the qualified electors thereof, one member of the board, who shall hold his office for two years, and until the election and qualification of his successor.

SEC. 3900. An elector residing in the city district, but not in any ward of the city, shall be entitled to vote in the ward to which he is attached by the Board of Education for school purposes; but an elector residing in the city, and not in the city district, shall not be entitled to vote at any election provided for in this chapter; the board shall ascertain the ward or wards to which such attached territory is to be thereafter assigned; which plat shall be recorded as a part of the proceedings of the board.

SEC. 3901. The election provided for in section *thirty-eight hundred and ninety-nine* shall be conducted by the judges and clerks of the city elections, and they shall make returns of such election to the Board of Education within five days from the time of holding the same.

SEC. 3902. The judges and clerks of city elections, in the wards to which any territory beyond the city limits has been attached by the Board of Education for school purposes, shall have two separate ballot-boxes and two sets of poll-books; the electors residing on such attached territory may vote at all regular and special elections in such wards for members of the Board of Education; the judges of election in such wards shall receive the ballots of the electors residing on such attached territory, and deposit them in the ballot-box provided for that purpose; the clerks of election shall enter upon the separate poll-books provided for that purpose the names of such electors so voting; and due returns of such elections for members of the board shall be made, as provided by section *thirty-nine hundred and one*.

SEC. 3903. The Board of Education shall hold regular meetings once every two weeks, and such special meetings as it may deem necessary; it

may fill all vacancies that occur in the board until the next annual election, and may make such rules and regulations for its own government as it may deem necessary; but such rules and regulations must be consistent with the constitution and laws of the state.

CHAPTER VI.

SCHOOL FUNDS.

SECTION

3951. The "state common school fund."

3952. Interest upon proceeds of salt and swamp lands.

3953. The "common school fund."

3954. Accounts of common school fund—how kept, etc.

3955. Bequests, etc., in trust for common school fund.

3956. Apportionment of school fund by auditor of state.

3958. Estimate and levy for contingent fund.

3959. Limitation as to levy for contingent fund.

3960. Estimate to be certified to county auditor.

3964. Apportionment of school funds by county auditor.

3965. Distribution of money after apportionment.

3969. County commissioners to levy contingent fund when board neglects.

3970. County auditor to collect fines, etc., and inspect section sixteen accounts.

SECTION 3951. For the purpose of affording the advantages of a free education to all the youth of the state, there shall be levied, annually, a tax upon the grand list of taxable property of the state, which shall be collected in the same manner as other state taxes are collected, and the proceeds of which shall constitute the "state common school fund." The rate of such levy shall be designated by the general assembly at least once in two years; and if the general assembly fail to designate the rate for any year, the same shall be one mill upon each dollar of valuation of such taxable property.

Sec. 3952. The state shall pay interest annually, at the rate of six per cent. per annum, upon all money which has been paid into the state treasury on account of sales of lands commonly called "salt lands," and upon all money heretofore paid, or which may hereafter be paid, into the state treasury, on account of sales of swamp lands granted to the State of Ohio by act of congress; the money received from such sales shall constitute an irreducible debt of the state; and the interest shall be apportioned annually on the same basis as the state common school fund is apportioned, and distributed to the several counties as provided in section *thirty-nine hundred and fifty-six*.

SEC. 3953. The money which has been and may hereafter be paid into the state treasury on account of sales of lands granted by congress for the support of public schools in any original surveyed township, or other district of country, shall constitute the "common school fund," of which the auditor of the state shall be superintendent, and the income of which shall be applied exclusively to the support of common schools, in the manner designated in this chapter.

SEC. 3954. The common school fund shall constitute an irreducible debt of the state, on which the state shall pay interest annually, at the rate of six per cent. per annum, to be computed for the calendar year, and the first computation on any payment of principal hereafter made to be from the time of payment to and including the thirty-first day of December next succeeding; and the auditor of state shall keep an account of the fund, and of the interest which accrues thereon, in a book or books to be provided for the purpose, with each original surveyed township and other district of country to which any part of the fund belongs, crediting each with its share of the fund, and showing the amount of interest thereon which accrues and the amount which is disbursed annually to each.

SEC. 3955. When any grant or devise of land, or any donation or bequest of money or other personal property, is made to the State of Ohio, or to any person, or otherwise, in trust for the common school fund, the same shall become vested in the said fund; and when the money arising therefrom is paid into the state treasury, proper accounts thereof shall be kept by the auditor of state, and the interest accruing therefrom shall be applied according to the intent of the grantor, donor or devisor.

SEC. 3956. The auditor of state shall apportion the state common school fund to the several counties of the state semi-annually, upon the basis of the enumeration of youth therein, as shown by the latest abstract of enumeration transmitted to him by the state commissioner of common schools; before making his February settlement with county treasurers, he shall apportion such amount thereof as he shall estimate to have been collected up to that time, and, in the settlement sheet which he transmits to the auditor of each county, shall certify the amount payable to the treasurer of his county; before making his final settlement with county treasurers each year, he shall apportion the remainder of the whole fund collected, as nearly as the same can be ascertained, and in the August settlement sheet, which he transmits to the auditor of each county, shall certify the amount payable to the treasurer of his county; in each February settlement sheet he shall also enter the amount of money payable to the county treasurer on the apportionment of interest specified in section *thirty-nine hundred and fifty-two*; he shall also enter, in each February settlement sheet, the amount of money payable to the county treasurer on account of interest for the preceding year on the common school fund, and designate the source or sources from which the interest accrued; he shall transmit with each February settlement sheet a certified statement,

showing the amount of interest derived from the common school fund payable to each original surveyed township or other district of country within the county; and the treasurer of each county shall, at each semi-annual settlement with the auditor of state, retain in the county treasury, from the state taxes collected by him, the amount of the funds herein mentioned shown by the settlement sheet of the auditor of state to be payable to him at any time; but if such amount for any county exceeds the amount of state taxes collected therein, the auditor of state shall draw an order on the treasurer of state, in favor of the treasurer of such county, for the balance of school funds due his county, and transmit the same to such county treasurer, and the treasurer of state shall pay such order upon its presentation to him.

SEC. 3958. Each Board of Education shall, annually, at a regular or special meeting, to be held between the third Monday in April and the first Monday in June, determine by estimate, as nearly as practicable, the entire amount of money necessary to be levied as a contingent fund, for the continuance of the school or schools of the district after the state funds are exhausted, to purchase sites for school-houses, to erect, purchase, lease, repair and furnish school-houses, and build additions thereto, and for other school expenses. [As amended April 14, 1884.]

SEC. 3959. Such estimate and levy shall not exceed in cities of the first grade of the first class three and one-fourth mills: provided, however, that the Boards of Education in said cities may levy one mill additional for every five thousand pupils over and above twenty-five thousand enrolled in the public schools of said cities, which levy, however, shall in no case exceed four mills; and in cities of the second grade of the first class five mills; and in all other districts seven mills, on each dollar of valuation of taxable property. [Amended April 14, 1884.]

SEC. 3960. The amount so estimated the board shall certify, in writing, on or before the first Monday in June in each year, to the auditor of the county to which the district belongs, who shall assess the entire amount upon all the taxable property of the district, and enter it upon the tax-list of the county, and the county treasurer shall collect the same at the same time and in the same manner as state and county taxes are collected, and pay it to the treasurer of the district, upon the warrant of the county auditor, and, unless he is paid a fixed salary, he shall receive one per centum on all money so collected, and no more.

SEC. 3964. [As amended March 9, 1880.] Each county auditor shall, annually, immediately after his annual settlement with the county treasurer, apportion the school funds for his county; the state common school fund shall be apportioned, in proportion to the enumeration of youth, to districts, sub-districts and joint sub-districts, and fractions of districts and joint sub-districts within the county; but if an enumeration of the youth of any district, for any year, has not been taken and returned, such district shall not be entitled to receive any portion of said fund; the contingent funds collected from the several districts shall be paid to the districts to

which they respectively belong; money received from the state on account of interest on the common school fund shall be apportioned to the school districts and parts of school districts within the territory designated by the auditor of the state as entitled thereto, in proportion to the enumeration of youth therein; and all other money in the county treasury for the support of common schools, and not otherwise appropriated by law, shall be apportioned annually in the same manner as the state common school fund.

SEC. 3965. The auditor shall, immediately after such apportionment is made, enter the same in a book to be kept for that purpose, and furnish a certified copy of the apportionment to each school treasurer and clerk in his county; and he shall give to each of such treasurers an order on the county treasurer for the amount of money payable to him, and take his receipt therefor.

SEC. 3969. If the Board of Education of any district fail in any year to estimate and certify the levy for a contingent fund, as required by this chapter, or to provide sufficient school privilege for all the youth of school age in the district, or to provide for the continuance of any school in the district for at least six months in the year, or to provide for each school an equitable share of school advantages as required by this title, or to provide suitable school-houses for all the schools under its control, the commissioners of the county to which such district belongs, upon being advised and satisfied thereof, shall do and perform any or all of said duties and acts in as full a manner as the Board of Education is by this title authorized to do and perform the same; and the members of a board who cause such failure shall be each severally liable, in a penalty not exceeding fifty nor less than twenty-five dollars, to be recovered in a civil action in the name of the state, upon complaint of any elector of the district, which sum shall be collected by the prosecuting attorney of the county, and when collected shall be paid into the treasury of the county, for the benefit of the school or schools of the district.

SEC. 3970. The auditor of each county shall collect, or cause to be collected, all fines or other money for the support of common schools in his county, and pay the same to the county treasurer; he shall inspect all accounts of interest accruing on account of section sixteen or other school lands, whether the same is payable by the state or by the debtors; and he shall take all proper measures to secure to each school district in his county the full amount of school funds to which it is entitled.

CHAPTER VII.

PROVISIONS APPLYING TO ALL BOARDS.

SECTION

3971. Powers of Boards of Education.

3972. What property the boards have title to.

3973. School property exempt from taxation.

3974. Conveyances and contracts.

3975. Boards may accept bequests.

3976. Process against boards, and how served.

3977. Duties of prosecuting attorney and city solicitor.

3978. The votes to be decided by lot.

SECTION

3979. Oath of members and other officers.

3980. Organization of board.

3981. Vacancies in board, and how filled.

3982. Quorum; yeas and nays to be taken in certain cases.

3983. Absence of president or clerk.

3984. Record of proceedings and attestation thereof.

3985. Boards to make rules; illegal meetings.

3986. Board may make and enforce rules for vaccination.

SECTION 3971. The Boards of Education of all school districts now organized and established, and of all the school districts organized under the provisions of this title, shall be, and they are hereby declared to be, bodies politic and corporate, and as such capable of suing and being sued, contracting and being contracted with, acquiring, holding, possessing and disposing of property, both real and personal, and taking and holding in trust, for the use and benefit of such districts, any grant or devise of land, and any donation or bequest of money or other personal property, and of exercising such other powers, and having such other privileges, as are conferred by this title; but when a Board of Education decides to dispose of any property, real or personal, held by it in its corporate capacity, exceeding in value three hundred dollars, it shall sell the same at public auction, after giving at least thirty days' notice thereof, by publication in some newspaper of general circulation, or by posting notices in five of the most public places in the district to which such property belongs. Provided, that upon a vote of a majority of the members of any Board of Education, and a concurring vote of the council of any municipal corporation, that an exchange of any real estate held by such Board of Education for school purposes for real estate held by such municipal corporation for municipal purposes will be mutually beneficial to such school district and to such municipal corporation, such exchange may be made by conveyances, to be executed by the mayor and clerk of the municipal corporation, and by the president and clerk of such Board of Education.

SEC. 3972. All property, real or personal, which has heretofore vested in, and is now held by, any Board of Education, or the council of any municipal corporation, for the use of public or common schools in any district, is hereby vested in the Board of Education provided for in this title, having under this title jurisdiction and control of the schools in such district.

SEC. 3973. All property, real or personal, vested in any Board of Education shall be exempt from tax, and from sale on execution, or other writ or order in the nature of an execution.

SEC. 8974. All conveyances made by a Board of Education shall be executed by the president and clerk thereof; no member of a board shall have any pecuniary interest, either direct or indirect, in any contract of the board, or be employed in any manner for compensation by the board of which he is a member, except as clerk or treasurer; and no contract shall be binding upon any board unless it be made, or authorized to be made, at a regular or special meeting of the board.

SEC. 8975. All Boards of Education may, by the adoption of a resolution, accept any bequest made to them by will, upon the conditions and stipulations contained in the will, and, for the purpose of enabling such boards to carry out the conditions and limitations upon which the bequest is made, they are authorized to make all rules and regulations that may be required to fully carry into effect the provisions of the will in relation to the bequest.

SEC. 8976. The process in all suits against a Board of Education shall be by summons, and shall be served by leaving a copy thereof with the clerk or president of the board.

SEC. 8977. The prosecuting attorney of the proper county, or in case of a city district, the city solicitor, shall prosecute all actions which by this title may be brought against any member or officer of a school board in his individual capacity, and shall act, in his official capacity, as the legal counsel of such boards or officers in all civil actions brought by or against them in their corporate or official capacity; but no prosecuting attorney or city solicitor shall be a member of the Board of Education.

SEC. 8978. In all cases of tie votes, at any election for members of a Board of Education, or of directors of a sub-district, the judges of election shall decide the election by lot: and in other cases of failure to elect members of the board, or in case of a refusal to serve, the board shall appoint.

SEC. 8979. Each person elected or appointed a member of a Board of Education, or elected or appointed to any other office under this title, shall, before entering upon the duties of his office, take an oath or affirmation to support the constitution of the United States and the constitution of the State of Ohio, and that he will perform faithfully the duties of his office, which oath or affirmation may be administered by the clerk or any member of the board.

SEC. 8980. Each Board of Education shall organize by choosing one of its members president, and, except township boards, by choosing also a clerk, who may or may not be a member of the board; if, at the organization of a township board, the township clerk is absent, the board shall appoint one of its members clerk *pro tempore*; and such organization shall be effected on the third Monday of April of each year, except as otherwise provided in section *thirty-nine hundred and fourteen*.

SEC. 8981. Vacancies in any Board of Education, except of a township-district, arising from death, non-residence, resignation, expulsion for gross

neglect of duty, failure of a person elected or appointed to qualify within ten days after the annual organization or after his appointment, or from other cause, which occur more than fifteen days before the next annual election, the board shall fill without delay, until the next annual election, when a successor shall be elected to fill the unexpired term; any vacancy which occurs in a township board, from any of the causes aforesaid, shall be filled by the election of a clerk by the directors of the proper sub-district; and a clerk of a sub-district who is guilty of gross neglect of duty shall cease to hold his office, and a new election shall be held by the directors to fill such office.

Sec. 3982. A majority of the Board of Education shall constitute a quorum for the transaction of business; upon a motion to adopt a resolution authorizing the purchase or sale of property, either real or personal, or to employ a superintendent, teacher, janitor, or other employe, or to elect or appoint an officer, or to pay any debt or claim, or to adopt any text-book, the clerk of the board shall call, publicly, the roll of all the members composing the board, and enter on the record required to be kept the names of those voting "aye," and the names of those voting "no;" if a majority of all the members of the board vote "aye," the president shall declare the motion carried; and upon any motion or resolution any member of the board may demand the yeas and nays, and thereupon the clerk shall call the roll, and record the names of those voting "aye" and those voting "no."

Sec. 3983. If at any meeting of the board either the president or clerk is absent, the members present shall choose one of their number to serve in his place *pro tempore*; and if both are absent, both places shall be so filled; but on the appearance of either at the meeting, after his place has been so filled, he shall immediately assume the duties of his office.

Sec. 3984. The clerk of the board shall record the proceedings of each meeting, in a book to be provided by the board for that purpose, which shall be a public record; the record of proceedings at each meeting of the board shall be read at its next meeting, corrected, if necessary, and approved, and the approval shall be noted in the proceedings; and after such approval the president shall sign the record, and the clerk shall attest the same.

Sec. 3985. The board of each district shall make such rules and regulations as it may deem expedient and necessary for its government and the government of its appointees and the pupils; and no meeting of a Board of Education not provided for by its rules, or by law, shall be legal unless all the members thereof have been notified as provided for in section *thirty-nine hundred and twenty*.

Sec. 3986. The board of each district may make and enforce such rules and regulations to secure the vaccination of, and to prevent the spread of small-pox among, the pupils attending or eligible to attend the schools of the district, as in its opinion the safety and interest of the public require;

and the boards of health and councils of municipal corporations, and the trustees of townships, shall, on application of the Board of Education of the district, provide at the public expense, without delay, the means of vaccination to such pupils as are not provided therewith by their parents or guardians.

CHAPTER VIII

SCHOOL-HOUSES AND LIBRARIES.

SECTION

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SCHOOL-HOUSES.

SECTION 3987. The Board of Education of any district is empowered to build, enlarge, repair and furnish the necessary school-houses, purchase or lease sites therefor, or rent suitable school-rooms, and make all other necessary provisions for the schools under its control; directors of sub-districts shall, under such rules and regulations as the township Board of Education may prescribe, provide fuel for schools, build, enlarge, repair and furnish school-houses, purchase or lease sites therefor, rent school-houses, and make all other provisions necessary for the convenience and prosperity of the schools within their sub-districts; and the township board shall be held responsible, in its corporate capacity, for all contracts made by such directors, when they are made in accordance with the rules and regulations of the township board, or any resolution thereof.

SEC. 3987a. That the Boards of Education of cities and villages and directors of sub-school districts shall, in the months of March, April, May or November, in the year 1884, and in said months of each year thereafter, in the school yards and grounds under their respective control, plant, or cause to be planted, where the same is not already provided, such number of shade and ornamental trees as will, in their judgment, furnish shade protection for the scholars attending said schools and beautify said grounds.

Section 2. That the costs and expenses incurred by said Boards of Education, or directors of sub-districts, as the case may be, shall be paid out of the contingent school fund of said city, village, or sub-district on the certificates of said boards.

SEC. 3988. When a Board of Education determines to build, enlarge, repair, or furnish a school-house or school-houses, or make any improvement or repair provided for in this chapter, the cost of which will exceed, in city districts of the first and second class, fifteen hundred dollars, and

in other districts five hundred dollars, except in cases of urgent necessity, or for the security and protection of school property, it shall proceed as follows:

1. The board shall advertise for bids, for the period of four weeks, in some newspaper of general circulation in the district, and two such newspapers, if there are so many; and if no newspaper has a general circulation therein, then by posting such advertisements in three public places therein, which advertisements shall be entered in full by the clerk on the record of the proceedings of the board.

2. The bids, duly sealed up, shall be filed with the clerk by twelve o'clock (noon) of the last day stated in the advertisement.

3. The bids shall be opened at the next meeting of the board, be publicly read by the clerk, and entered in full on the records of the board.

4. Each bid shall contain the name of every person interested in the same and shall be accompanied by a sufficient guarantee of some disinterested person, that if the bid be accepted, a contract will be entered into, and the performance of it properly secured.

5. When both labor and materials are embraced in the work bid for, each must be separately stated in the bid, with the price thereof.

6. None but the lowest responsible bid shall be accepted, but the board may, in its discretion, reject all the bids, or accept any bid for both labor and material which is the lowest in the aggregate for such improvement or repairs.

7. Any part of a bid which is lower than the same part of any other bid shall be accepted, whether the residue of the bid is higher or not; and if it is higher, such residue shall be rejected.

8. The contract shall be between the Board of Education and the bidders; and the board shall pay the contract price for the work when it is completed, in cash, and may pay monthly estimates as the work progresses.

9. When two or more bids are equal, in the whole, or in any part thereof, and are lower than any other, either may be accepted, but in no case shall the work be divided between the makers thereof.

10. When there is reason to believe that there is any collusion or combination among the bidders, or any number of them, the bids of those concerned therein shall be rejected.

SEC. 8990. When it is necessary to procure or enlarge a school-house site, and the Board of Education and the owner of the proposed site or addition are unable, from any cause, to agree upon the sale and purchase thereof, the board shall make an accurate plat and description of the parcel of land which it desires for such purpose, and file the same with the probate judge of the proper county; and thereupon the same proceedings of appropriation shall be had which are provided for the appropriation of private property by municipal corporations.

LIBRARIES.

SEC. 3995. [As amended April 8, 1881.] In any district the Board of Education may appropriate money from the contingent fund for the purchase of such books, other than school books, as it may deem suitable for the use and improvement of the scholars and teachers of the district, and in the purchase of philosophical or other apparatus for the demonstration of such branches of education as may be taught in the schools of the district, or for either of such purposes, but not more than one-half of the amount herein authorized to be appropriated shall be expended in the purchase of such apparatus; such appropriation shall not exceed in any one year twelve hundred dollars in city districts containing cities of the first grade of the first class, three hundred dollars in other city districts of the first class, one hundred and fifty dollars in city districts of the second class, and seventy-five dollars in other districts, and the books so purchased shall constitute a school library, the control and management of which shall be vested in the Board of Education.

SEC. 3996. For the purpose of increasing and maintaining the school library of city districts, the Board of Education may levy annually a tax of one-tenth of one mill on the dollar valuation of the taxable property thereof, to be assessed, collected and paid in the same manner as are other school taxes of such district.

SEC. 3997. The amount of such tax, when collected, shall be expended, under the direction of the board, for the purchase of such books as are suitable for public school libraries, the bills for which, with the attendant expenses, shall be certified by the president and clerk and paid by the treasurer of the school funds.

SEC. 3998. The board may appoint a librarian, fix his compensation, and make all needful rules and regulations for the management of the library, to which every family resident in such city district shall have access.

SEC. 3999. In cities not having less than twenty thousand inhabitants, the Board of Education having custody of any public library therein may, at any regular meeting, adopt a resolution providing for a board of managers of such library, and shall thereupon elect, by ballot, two persons to serve as members of such board for a term of three years, two persons to serve for a term of two years, and two persons to serve for a term of one year; and annually thereafter, two persons shall be elected to serve for a term of three years; all vacancies in such board shall be filled by the Board of Education by ballot, and a person so elected shall serve during the unexpired term of his predecessor; the president of the Board of Education shall be a member of the board of managers, *ex officio*; and the board of managers shall at all times be amenable to and under the control of the Board of Education, as to tenure of office and authority, and shall serve without compensation.

CHAPTER IX.

SCHOOLS AND ATTENDANCE ENFORCED.

SECTION

- 4007. Sufficient schools must be provided.
- 4008. Schools for colored children.
- 4009. Schools of higher grade than primary.
- 4010. School at "children's homes" and county infirmaries.
- 4012. Evening schools.
- 4013. Who may be admitted to public schools.
- 4014. Suspension and expulsion of pupils.
- 4015. Teachers may dismiss schools on holidays.
- 4016. School year, month and week.
- 4017. Board to control schools and appoint officers.
- 4020. Board to determine studies and text-books.

SECTION

- 4021. When german language to be taught, etc.
- 4022. Pupils may be sent from one district to another.
- 4023. Children must attend school.
- 4024. Unlawful to employ children who have not attended school.
- 4025. Boards to ascertain condition of children not at school.
- 4026. When board may supply pupil with books.
- 4027. Penalties against violation of preceding provisions.
- 4028. Clerks must prosecute.
- 4029. What is equivalent to attendance on day school.

SCHOOLS.

SECTION 4007. Each Board of Education shall establish a sufficient number of schools to provide for the free education of the youth of school age within the district under its control, at such places as will be most convenient for the attendance of the largest number of such youth, and shall continue each and every day school so established not less than twenty-four nor more than forty-four weeks in each school year; and each township Board of Education shall establish at least one primary school in each sub-district under its control.

SEC. 4008. When, in the judgment of the board, it will be for the advantage of the district to do so, it may organize separate schools for colored children; and boards of two or more adjoining districts may unite in a separate school for colored children, each board to bear its proportionate share of the expense of such school, according to the number of colored children from each district in the school, which shall be under the control of the Board of Education of the district in which the school-house is situated.

SEC. 4009. Any Board of Education may establish one or more schools of higher grade than the primary schools, whenever it deems the establishment of such school or schools proper or necessary for the convenience or progress of pupils attending the same, or for the conduct and welfare of the educational interests of the district.

SEC. 4010. The board of any district in which a children's home or orphan asylum is or may be established by law, or in which a county infirmary is or may be established, shall, when requested by the board of trustees of such children's homes or orphan asylum, or the directors of such

infirmaries, establish in such home, asylum or infirmary a separate school, so as to afford to the children therein, as far as practicable, the advantages and privileges of a common school education; such schools at infirmaries shall be continued in operation each year until the full share of all the school funds of the district belonging to such children, on the basis of the enumeration, is expended, and at such homes or asylum not less than forty-four weeks. If the distributive share of school funds to which such school at any such home or asylum is entitled, by the enumeration of children in the institution, is not sufficient to continue the school the length of time hereby required, the deficiency shall be paid out of the funds of the institution. All schools so established shall be under the control and management of the Board of Education or other school officers who have charge of the common schools of such district. In the establishment of such schools the commissioners of the county in which such children's home, orphan asylum or county infirmary is established shall provide the necessary school room or rooms, furniture, apparatus and books, the cost of which furniture, apparatus and books, for such homes and asylums, shall be paid out of the funds provided for the institutions; and the Board of Education shall incur no expense in supporting the schools, except in the payment of teachers.

SEC. 4012. In any district composed, in whole or in part, of a city or village, the board may, at its discretion, provide a suitable number of evening schools for the instruction of such youth as are prevented by their daily vocation from attending day schools, subject to such regulations as the board may from time to time adopt for the government thereof.

SEC. 4013. The schools of each district shall be free to all youth between six and twenty-one years of age who are children, wards or apprentices of actual residents of the district; each Board of Education may admit other persons, not under six years of age, upon such terms, or upon the payment of such tuition, as it may prescribe; boards of city, village or special districts may admit, also, without charge for tuition, persons within the school age who are members of the family of any freeholder whose residence is not within such district, if any part of such freeholder's homestead is within such district; and the several boards shall make such assignment of the youth of their respective districts to the schools established by them as will, in their opinion, best promote the interests of education in their districts.

SEC. 4014. No pupil shall be suspended from a school by a superintendent or teacher except for such time as may be necessary to convene the Board of Education of the district, or directors of the sub-district, and no pupil shall be expelled except by a vote of two-thirds of such board or directors, and not until the parent or guardian of the offending pupil has been notified of the proposed expulsion, and permitted to be heard against the same; and no scholar shall be suspended or expelled from any school beyond the current term thereof.

SEC. 4015. Teachers employed in the common schools may dismiss their schools, without forfeiture of pay, on New Year's Day, the Fourth of July, Christmas, and the *30th day of May (Decoration Day), and on any day set apart by proclamation of the president of the United States, or the governor of Ohio, as a day of fast or thanksgiving. [*As amended April 13, 1882.]

SEC. 4016. The school year shall begin on the first day of September of each year, and close on the thirty-first day of August of the succeeding year; and a school week shall consist of five days, and a school month of four school weeks.

SEC. 4017. The Board of Education of each district shall have the management and control of the public schools of the district, with full power, subject to the provisions of the next section, to appoint a superintendent and assistant superintendent of the schools, a superintendent of buildings, and teachers, janitors, and other employes, and fix their salaries or pay, which salaries or pay shall not either be increased or diminished during the term for which the appointment is made; but no person shall be appointed for a longer time than that for which a member of the board is elected; and such board may dismiss any appointee for inefficiency, neglect of duty, immorality, or improper conduct.

SEC. 4020. Each board shall determine, at a regular meeting, by an affirmative vote of a majority of all its members, the studies to be pursued and the text-books to be used in the schools under its control; but no text-book shall be changed, nor any portion thereof altered or revised, for five years after its adoption, without the consent of three-fourths of all the members elected to the board, given at a regular meeting; and all branches shall be taught in the English language, and each Board of Education is authorized to purchase direct from publishers or dealers, at the lowest wholesale or contract prices, such necessary school text-books and other school supplies as may be determined by the board, and furnish the same to pupils in the schools under its control at cost price; and each Board of Education is authorized to pay for such necessary school text-books and other school supplies out of the contingent fund at the disposal of the board.

SEC. 4021. The board of any district shall cause the German language to be taught in any school under its control, during any school year, when a demand therefor is made, in writing, by seventy-five freeholders, resident of the district, representing not less than forty pupils who are entitled to attend such school, and who, in good faith, desire and intend to study the German and English languages together; but such demand shall be made at a regular meeting of the board, and prior to the beginning of such school year; and any board may cause the German or other language to be taught in any school under its control without such demand.

SEC. 4022. The board of any district may contract with the board of any other district for the admission of pupils into any school in such other district, on such terms as may be agreed upon by such boards; and the expense so incurred shall be paid out of the school funds of the district sending such pupils.

ATTENDANCE ENFORCED.

SEC. 4023. Every parent, guardian, or other person having charge or control of any child between the ages of eight and fourteen years, shall be required to send such child to a common school for at least twelve weeks in

each school year, at least six weeks of which shall be consecutive, unless the Board of Education, or the Board of Directors, as the case may be having control of the school district or sub-district in which such parent or guardian resides excuses such child from attendance, when it appears to the satisfaction of such board that the child's bodily or mental condition is such as to prevent its attendance at school, or application to study, for the time required, or that its time and labor are essentially necessary for the support of an indigent parent, brother or sister, or that it is being otherwise furnished with the means of education for a like period of time, or has already acquired branches of learning ordinarily taught in common schools; but if the common school of the district or sub-district in which such parent or guardian resides is distant two miles from his residence by the nearest traveled road, he shall not be liable to the provisions of this section and the subsequent sections of this chapter.

SEC. 4024. No manufacturer, owner of mills or mines, agent, overseer, contractor, landlord, or other person, shall employ any child under fourteen years of age during the established school hours of the locality, who has resided in this state during the school year next preceding the commencement of such employment, and is under the control of a parent or guardian, and is not dependent upon its own resources for support, unless such child has attended some common or private school for the term of at least twelve weeks during the school year next preceding the commencement of such employment, and delivers to its employer a certificate of that fact from the clerk of a Board of Education, or the clerk of Board of Directors, or the teacher of the school which it attended; nor shall such employment continue for a longer period than forty weeks during any school year from the time this act takes effect, unless such child deliver to such employer a certificate of excuse from the proper authority, for any of the reasons mentioned in the preceding section.

SEC. 4025. Each Board of Education shall ascertain, on the second Monday of February and the second Monday of September, or within fifteen days thereafter, each year, in such manner as it may deem most expedient, the condition of all children under fourteen years of age within its jurisdiction employed at any daily labor, or who are not in attendance at any common or private school, and shall report all violations of this chapter to its clerk, who shall at once proceed to prosecute each and every such offense.

SEC. 4026. If it be shown to the satisfaction of the Board of Education that the parent or guardian has not the means wherewith to purchase for his child or children the necessary school-books to enable him to comply with the requirements of this chapter, the board may furnish the same free of charge, to be paid for out of the contingent fund at the disposal of the board.

SEC. 4027. A parent, guardian, or other person, who fails to comply with the provisions of this chapter, shall be liable to a fine of not less than

two nor more than five dollars for the first offense, nor less than five nor more than ten dollars for each subsequent offense; such fine shall be collected by the clerk of the Board of Education, in the name of the state, in an action before any court having competent jurisdiction; and the money so collected by each clerk shall be paid to the county treasurer, and be applied to the use of the common schools of his district.

SEC. 4028. The clerk of the Board of Education shall prosecute every offense against the provisions of this chapter, when a member of the Board of Education, or any tax-payer, of the district in which the offending party resides, files with him an affidavit setting forth the facts which constitute the offense; and if he neglect to do so within fifteen days after such affidavit is filed, he shall be liable to a fine of not less than ten nor more than twenty dollars for each case of such neglect, to be collected in the name of the state, in an action before any court of competent jurisdiction, by any person feeling aggrieved thereby.

SEC. 4029. Two weeks' attendance at half-time or night school shall be considered, within the meaning of this chapter, equivalent to an attendance of one week at day school.

CHAPTER X.

ENUMERATION, TREASURER, CLERK.

SECTION

- 4030. Yearly enumeration of youth to be taken.
- 4031. Qualification and pay of those taking the same.
- 4032. Clerk, except in township districts, to employ persons to take it.
- 4035. Clerk, to transmit abstract to county auditor.
- 4036. When a clerk fails, auditor to act.
- 4038. When enumeration not taken, district not entitled to school funds.
- 4039. Auditor to furnish abstract to state commissioner.
- 4040. Duty of state commissioner when enumeration excessive, etc.
- 4041. Penalty for making fraudulent returns.
- 4042. Who to be treasurer of school funds.
- 4043. Bond of treasurer, and duties of board in reference thereto.

SECTION

- 4044. Annual settlement by treasurer with county auditor.
- 4045. Penalty for failure to make such settlement.
- 4046. Treasurer to report balance to board.
- 4047. When treasurer may receive or pay money.
- 4048. Maximum amount of funds which treasurer may hold.
- 4049. Treasurer to deliver money, etc., to successor.
- 4050. Bond of clerk.
- 4051. When orders of clerk for teachers' pay illegal.
- 4052. Duties of clerk as to statistics, etc.
- 4054. Clerk to deliver books, etc., to successor.
- 4055. How treasurer and clerk to keep accounts.
- 4056. Compensation of treasurer and clerk.

ENUMERATION.

SECTION 4030. There shall be taken in each district, annually, between the first Monday in September and first Monday in October, an enumeration of all unmarried youth, noting race and sex, between six and twenty-

one years of age, resident within the district, and not temporarily there, designating, also, the number between sixteen and twenty-one years of age, the number residing in the Western Reserve, the Virginia Military District, the United States Military District, and in any original surveyed township or fractional township to which belongs section sixteen, or other land in lieu thereof, or any other lands for the use of public schools, or any interest in the proceeds of such lands.

SEC. 4031. Each person required or employed under this chapter to take such enumeration shall take an oath or affirmation to take the same accurately and truly, to the best of his skill and ability. When making return thereof to the proper officers, he shall accompany the same with a list of the names of all youth so enumerated, noting the age of each, and with his affidavit, duly certified, that he has taken and returned the enumeration accurately and truly, to the best of his knowledge and belief, and that such list contains the names of all the youth so enumerated and none others. The officers to whom such return is required to be made may administer such oath or affirmation, and take and certify such affidavit, and shall keep in his office, for the period of five years, such report and list of names, and each person so taking and returning the enumeration shall be allowed, by the proper Board of Education, reasonable compensation for his services, which, in sub-districts, shall not exceed two dollars for each person authorized, required or appointed to perform the service.

SEC. 4032. The clerk of the Board of Education of each district, other than township districts, shall employ a sufficient number of competent persons to take and return to him the enumeration of this district, in the manner prescribed in this chapter.

SEC. 4035. The clerk of each board shall, annually, on or before the second Monday of October, make and transmit to the county auditor an abstract of the enumeration by this chapter required to be returned to him, according to the form prescribed by the commissioner of common schools, with an oath or affirmation indorsed thereon that it is a correct abstract of the returns made to him under oath or affirmation; and the oath or affirmation of the clerk may be administered and certified by any member of the Board of Education, or by the county auditor.

SEC. 4036. If the clerk of any district fails to transmit such abstract of enumeration on or before the second Monday of October, the auditor shall at once demand the same from such clerk; and in case the enumeration has not been taken as required by this chapter, or the abstract required be not furnished without delay, the auditor shall employ competent persons to take such enumeration, who shall be subject to the legal requirements already specified, except that the returns shall be made directly to the auditor, who may administer to each person employed the oath or affirmation required; and the auditor shall allow the persons employed by him a reasonable compensation, to be paid out of the general county fund, and shall proceed to recover the amounts so paid, in a civil action, before

any court having competent jurisdiction, in the name of the state, against such clerk, on his bond, and the amount so collected shall be paid into the general county fund.

SEC. 4038. If an enumeration of the youth of a district be not taken and returned in any year, such district shall not be entitled to receive any portion of the school fund distributable in that year on the basis of enumeration; and if such loss to a district occur through the failure of the clerk of the Board of Education of the district to perform the duty required of him by either section *forty hundred and thirty-two* or *forty hundred and thirty-five*, he shall be liable to the district for the loss, which may be recovered in an action in the name of the state, and the money so recovered shall be paid into the county treasury, and apportioned in the same manner as the school funds so lost would have been apportioned.

SEC. 4039. The auditor of each county shall make and transmit to the state commissioner of common schools, on or before the fifth day of November in each year, on blanks to be furnished by the commissioner, an abstract of the enumeration returns made to him, duly certified

SEC. 4040. When the state commissioner of common schools, on examination of the enumeration returns of any district, is of opinion that the enumeration is excessive in number, or in any other way incorrect, he may require the same to be retaken and returned, and, if he think it necessary, he may for this purpose appoint persons to perform the service, who shall take the same oath, perform the same duties and receive the same compensation, out of the same funds, as the person or persons who took the enumeration in the first instance, and the school fund distributable in proportion to enumeration shall be distributed upon the corrected returns

SEC. 4041. An officer, through whose hands the enumeration required by this chapter to be returned passes, who, by percentage or otherwise, adds to or takes from the number actually enumerated, shall be deemed guilty of a misdemeanor, and, upon conviction of such offense, shall be fined in any sum not less than five nor more than one thousand dollars, or imprisoned in the county jail not less than ten nor more than thirty days, at the discretion of the court.

TREASURER AND CLERK.

SEC. 4042. In each city district the treasurer of the city fund shall be *ex officio* treasurer of the school funds; but if the county treasurer is treasurer of the city funds, the Board of Education may appoint one of its members treasurer, who shall not receive any compensation for his services; in each township district the treasurer of the township funds shall be *ex officio* treasurer of the school funds; and in each village and special district the Board of Education shall choose its own treasurer.

SEC. 4043. Each school district treasurer or county treasurer, who is *ex officio* treasurer of a school district, shall before entering upon the duties of his office execute a bond, with sufficient surety, in double the

probable amount of school funds that may come into his hands, payable to the State of Ohio, to be approved by the Board of Education, conditioned for the faithful disbursement, according to law, of all such funds as come into his hands; such bond, when so executed and approved, shall be filed with the clerk of the Board of Education of the district, who shall cause a certified copy thereof to be filed with the county auditor without delay; and such board, at the time of the approval of such bond, shall require the treasurer of the school funds to produce all money, bonds or other securities in his hands as such treasurer, and the same shall be then counted by the board, or a committee thereof, in the presence of the clerk of the board, who shall thereupon enter upon the records of the board a certificate, setting forth the exact amount of money or securities so found in the hands of such treasurer, which record shall be signed by the president and clerk of the board, and shall be *prima facie* evidence that the amount therein stated was actually in the treasury at that date.

SEC. 4044. The treasurer shall, annually, between the first and the tenth day of September, settle with the county auditor for the preceding school year, and for that purpose shall present a certified statement showing the amount of money received, from whom, and on what account, and the amount paid out, and for what purpose; he shall produce vouchers for all payments made; and if the auditor, on examination, find the statement and vouchers to be correct, he shall give the treasurer a certificate of that fact, which shall, *prima facie*, be a discharge of the treasurer for the money paid; and for making such settlement he shall be entitled to receive the sum of one dollar, and also five cents per mile for traveling to and from the county seat, to be paid out of the county treasury on the order of the county auditor.

SEC. 4045. If the treasurer of any school district willfully or negligently fail to make such annual settlement within the time prescribed in the preceding section, he shall be liable to pay a fine of fifty dollars, to be recovered in a civil action in the name of the state; which amount, when collected, shall be paid into the county treasury, and shall be applied to the use of common schools in his district; and the county auditor shall proceed forthwith, in case of such failure, to recover the penalty by suit against such treasurer before any justice of the peace of the county.

SEC. 4046. The treasurer shall report to the Board of Education, within ten days after his settlement with the county auditor, the amount of money in his hands for school purposes, and the amount belonging to each fund.

SEC. 4047. No treasurer of a school district, except in cases otherwise provided for in this title, shall pay out any school money except on an order signed by the president and countersigned by the clerk of the Board of Education; and no money shall be paid to the treasurer of a district other than that received from the county treasurer, except upon the order of the clerk of the board, who shall report the amount of such miscellaneous receipts to the county auditor each year, immediately preceding such treasurer's settlement with the auditor.

SEC. 4048. The auditor shall in no case permit the treasurer of a school district to have in his hands, at any time, an amount of school funds over one-half the amount of the penalty in the bond of the treasurer, and before giving such treasurer any order for school funds, he shall require the treasurer to file with him a statement, to be furnished by the clerk of the Board of Education whenever necessary for the purpose, showing the amount of funds in the treasurer's hands according to the clerk's books.

SEC. 4049. At the expiration of his term of service each treasurer shall deliver to his successor in office all books, papers, money and other property in his hands belonging to his district, and, also, all orders redeemed by him since his last settlement with the county auditor, and take duplicate receipts of his successor therefor, one of which he shall deposit with the clerk of the Board of Education within ten days thereafter.

SEC. 4050. The clerk of each Board of Education shall execute a bond, in an amount and with surety to be approved by the board, payable to the State of Ohio, conditioned that he shall perform faithfully all the official duties required of him; which bond shall be deposited with the president of the board, and a copy thereof, certified by the president of the board, shall be filed with the county auditor

SEC. 4051. It shall be unlawful for a clerk of a board to draw an order on the treasurer for the payment of a teacher for services, until the teacher files with him such reports as are required by the state commissioner of common schools and the Board of Education, a legal certificate of qualification, or a true copy thereof, covering the entire time of the service, and a statement of the branches taught; but orders may be drawn for the payment of special teachers of drawing, painting, penmanship, music, gymnastics, or a foreign language, on presentation of a certificate to the clerk, signed by a majority of the examiners, and the filing with him of a true copy thereof, covering the time for which the special teacher has been employed, and the specialty taught.

SEC. 4052. The clerk of each board shall prepare the annual report of the receipts and expenditures of school money, and the statistical statement in reference to the schools, required of the board by section *forty hundred and fifty-seven*, and transmit the same to the county auditor on or before the first day of October in each year.

SEC. 4054. Each clerk shall, at the expiration of his term of office, deliver to his successor all books and papers in his hands relating to the affairs of his district, including certificates and copies thereof, and reports of school statistics, filed by teachers.

SEC. 4055. The auditor of each county shall furnish to the clerk and treasurer of each school district in his county a suitable blank book, made according to the form prescribed by the commissioner of common schools, in which each shall keep an account of the school funds of his district; the clerk's account shall show the amounts certified by the county auditor to

be due the district, all sums paid to the treasurer from other sources on his order, and all orders drawn by him on the treasurer, and upon what funds and for what purpose drawn; the treasurer's account shall show the amounts received from the county treasurer, all sums received from other sources on the order of the clerk, and the amounts paid out, and from what funds and for what purpose paid; and a separate account of each fund shall be kept, and each account shall be balanced at the close of the school year, and the balance in the treasurer's hands belonging to each fund shown.

SEC. 4056. The Board of Education may fix the compensation of the clerk and treasurer; the allowance made to the treasurer shall not exceed one per centum of the money disbursed by him on orders of the board; but the treasurers of township districts shall be allowed as compensation one per centum on all school funds disbursed by them; and both clerks and treasurers shall be paid out of the contingent fund on the order of the Board of Education, but treasurers of city districts shall not be allowed any compensation for disbursing the school funds.

CHAPTER XI.

REPORTS.

SECTION

- 4057. Annual report by Board of Education.
- 4058. In what form to be made, etc.
- 4059. Reports by superintendents and teachers.
- 4060. Duties of county auditor as to school statistics, etc.

SECTION

- 4061. Penalties against auditor and clerk.
- 4062. When auditor to appoint person to make reports.
- 4063. Further penalties against auditor.
- 4064. Compensation of auditor.

SECTION 4057. The Board of Education of each district shall make a report to the county auditor, on or before the first day of October in each year, containing a statement of the receipts and expenditures of the board, the number of schools sustained, the length of time such schools were sustained, the enrollment of pupils, the average monthly enrollment and average daily attendance, the number of teachers employed, and their salaries, the number of school-houses and school-rooms, and such other items as the commissioner of common schools may require.

SEC. 4058. The report shall be made on blanks which shall be furnished by the commissioner of common schools to the auditor of each county, and by the auditor to each school clerk in his county; and each Board of Education, or officer or employe thereof, or other school officer in any district or county, shall, whenever the commissioner so requires, report to him direct, upon such blanks as he shall furnish, any statements or items of information that he may deem important or necessary.

SEC. 4059. Boards of Education shall require all teachers and superintendents to keep the school records in such manner that they may be enabled to report annually to the county auditor, as required by the provisions of this title, and may withhold the pay of such teachers as fail to file with the clerk the reports required of them; they may require the superintendents to report each year such matters as they deem important or necessary for information in regard to the management and conduct of the schools, and to make such suggestions and recommendations as they may deem advisable relative to methods of instruction, school management or other matters of educational interest; and the board of each city district of the first class shall prepare and publish, annually, a report of the condition and administration of the schools under his charge, and include therein a complete exhibit of the financial affairs of the district.

SEC. 4060. The auditor of each county shall, on or before the fifth day of November, annually, prepare and transmit to the commissioner of common schools an abstract of all the returns of school statistics made to him from the several districts in his county, according to the form prescribed by the commissioners, and a statement of the condition of the institute fund, and such other facts relating to schools and school funds as the commissioner may require; he shall also cause to be distributed all such circulars, blanks, and other papers, including school laws and documents, in the several school districts in the county, as the commissioner may lawfully require; and if the auditor neglects to prepare and return any of the abstracts or reports herein required, the county commissioner shall withhold from him all compensation for his services under this title.

SEC. 4061. The auditor shall also be liable on his bond for any such neglect, in a sum not less than three hundred nor more than one thousand dollars, on complaint of the commissioner of common schools; and if the clerk of the Board of Education of any district fail to make the annual returns of school statistics required by this title to the county auditor, he shall be liable on his bond, in a sum not less than fifty nor more than three hundred dollars, on complaint of the county auditor, or of the Board of Education, to be recovered in a civil action in the name of the state, and when collected to be paid into the county treasury, and applied to the use of common schools in such district.

SEC. 4062. Upon the neglect or failure of the clerk of the Board of Education of any district to make the reports required in this title, and by the time specified, the county auditor shall appoint some suitable person, resi-

DAILY REGISTER.

SEC. 4059. Every teacher should keep a daily record of the attendance of each pupil enrolled in his school, and, for this purpose, should be supplied by township or other district board with a suitable school register.

Boards of Education have power to supply themselves with all blank books, order books, and the stationery necessary for the transaction of their official business, and also to supply teachers with registers and necessary stationery.

dent of the district, to make such reports, who shall receive the same compensation therefor, and in the same manner, as is allowed by law for like services.

SEC. 4063. A county auditor who willfully or negligently fails, in any year, to transmit to the commissioner of common schools the abstract of enumeration required by section *forty hundred and thirty-nine*, or to perform any other duty required of him in this title, shall be liable on his bond to the extent of twice the sum lost to the school districts of his county in consequence of such failure, which sum shall be recovered in a civil action against him, on his bond, in the name of the state, before any court of competent jurisdiction; and the money so recovered shall be paid into the county treasury, for the benefit of such districts, and apportioned in the same manner as the school funds so lost would have been apportioned.

SEC. 4064. The commissioners of each county shall allow the county auditor, annually, a reasonable compensation for his services under this title, not to exceed five dollars for each city, village, special and township school district in his county, to be paid out of the county treasury; but before such allowance shall be made for any year, the auditor shall present to the commissioners a statement, officially certified and signed by the commissioner of common schools, that he has transmitted to the commissioner all reports and returns of statistics for that year required by this title.

CHAPTER XII.

EXAMINERS.

SECTION

- 4065. State board—appointment, term of office, and vacancy.
- 4066. Board may grant life certificates; record thereof, etc.
- 4067. Effect thereof; may be revoked for cause.
- 4068. Fee for examination.
- 4069. Eligibility.
- 4074. Certificate a prerequisite to employment; special studies.
- 4077. Boards of city districts of first class.

SECTION

- 4078. Standard of qualification of teachers.
- 4079. Organization of board; bond of clerk.
- 4080. Meetings, and publication of notice.
- 4081. Examination fee; power of board.
- 4082. Compensation of examiners; incidental expenses.
- 4083. Duties of clerk; disposition of fees.
- 4085. Who ineligible as examiners.

STATE BOARD OF EXAMINERS.

SEC. 4065. There shall be a state board of examiners, which shall consist of five competent persons, residents of the state, to be appointed by the state commissioner of common schools; the term of office of such examiners shall be three years; and when a vacancy occurs in the board, whether from expiration of the term of office, refusal to serve, or other cause, the commissioner shall fill the same by appointment for the full or

unexpired term, as the case demands; but this section shall not be construed to affect the term of office of members of the board in office at the time this act takes effect.

SEC. 4066. [As amended February 24, 1881.] The board thus constituted may issue two grades of certificates to such as are found to possess the requisite scholarship, and who exhibit satisfactory evidence of good moral character, and of professional experience and ability, as follows: First-class, life certificates; second-class, for ten years; the latter to be issued to applicants of satisfactory attainments in the branches required for county certificates, and to be valid in any school where such branches, only, are taught. The clerk of the board shall keep a record of the proceedings, showing the number, date and duration of each certificate, to whom granted, and for what branches of study, and shall report such statistics to the commissioner, annually, on or before the first day of October.

SEC. 4067. All certificates issued by such board shall be countersigned by the commissioner of common schools; and such certificates shall supersede the necessity of any and all other examinations of the persons holding them, by any board of examiners, and shall be valid in any school district in the state, unless revoked by the state board for good cause.

SEC. 4068. Each applicant for a certificate shall pay to the board of examiners a fee of five dollars.

SEC. 4069. No person shall be appointed to the position or exercise the office of state, county, city or village examiner of teachers who is the agent of, or is interested in, any book-publishing or book-selling firm, company or business.

SEC. 4074. No person shall be employed as teacher in a common school who has not obtained from a board of examiners, having competent jurisdiction, a certificate of good moral character, and that he or she is qualified to teach orthography, reading, writing, arithmetic, geography, English grammar and the history of the United States, and possesses an adequate knowledge of the theory and practice of teaching, and, if required to teach other branches, that he or she has the requisite qualifications; but persons who desire or are expected to teach only special studies, such as music, drawing, painting, penmanship, gymnastics, German or French, or any one of them, may be examined in regard to such study or studies only, and having obtained a certificate of qualification therein, and of good moral character, may be employed to teach such study or studies.

CITY AND VILLAGE EXAMINERS.

SEC. 4077. There shall be a board of examiners for each city district of the first class, to be appointed by the Board of Education of the district; such board may consist of either three, six or nine persons, as the Board of Education may determine, and the persons appointed shall be competent for the position, and residents of the district for which they are appointed; the term of office of such examiners shall be three years; but the Board of

Education may revoke any appointment, upon satisfactory proof that the appointee is inefficient, negligent or guilty of immoral conduct; when a vacancy occurs in the board, whether from expiration of the term of office, refusal to serve, or other cause, the Board of Education shall fill the same by appointment for the full or an unexpired term, as the case demands; and within ten days after an appointment the clerk of the Board of Education shall report to the commissioner of common schools the name of the appointee, and whether the appointment is for a full or an unexpired term; but this section shall not be construed to affect the term of office of such examiners in office at the time this title takes effect.

SEC. 4078. Such board may examine the schools within its jurisdiction and shall determine the standard of qualification for teachers; in the examination of applicants and the granting of certificates the board shall be governed by the provisions of section *forty hundred and seventy-four*, and, to secure a thorough examination of applicants in difficult branches or special studies, the board may secure the assistance, temporarily, of persons of sufficient knowledge in such branches or studies, who shall promise on oath or affirmation, to be administered by the clerk of the board of examiners, to perform the duties of examiner faithfully and impartially; and superintendents of schools shall give to the board all necessary information in reference to branches and special studies to be taught, and the grades and classes teachers will have to teach.

SEC. 4079. The board shall organize by choosing from its members a president and a clerk; and the clerk shall give bond in the sum of five hundred dollars, with surety to be approved by the board of education, conditioned that he will perform faithfully the duties required of him by this chapter, which bond shall be deposited with the clerk of the Board of Education.

SEC. 4080. The board shall hold not less than two meetings each year, notice of which shall be published in some newspaper of general circulation in the district, and the expense of such publication shall be paid as provided in section *forty hundred and eighty-two*.

SEC. 4081. [As amended March 24, 1881.] Each person who applies to the board for examination shall pay to the clerk a fee of fifty cents. The board may grant certificates for one, two, three, five and ten years, which shall be signed by the president and attested by the clerk, and shall be valid within the district wherein they were issued, and such certificates issued for five and ten years, if in part on account of consecutive years of teaching and experience, which shall be so stated in the certificate, shall be renewable, without re-examination, at the discretion of the examining board, and on the production of satisfactory evidence that a person to whom a certificate has been issued is inefficient, or guilty of immoral or improper conduct, the board may revoke the certificate and discharge such person from employment as teacher in the district; but such teacher shall be entitled to pay for services to the time of such discharge; and the word teacher shall be held to include superintendents of schools.

SEC. 4082. The Board of Education shall fix the compensation of such examiners, and the persons called to their assistance, furnish the necessary books, blanks and stationery for their use, and designate a school building within the district in which they shall conduct examinations, and cause such building to be lighted and heated if necessary; and such compensation, and the incidental expenses incurred on account of the board of examiners, shall be paid by order of the Board of Education, from the contingent fund of the district.

SEC. 4083. The clerk shall keep a record of the proceedings of the board, and of such statistics as the commissioner of common schools may require, and shall report such statistics to the commissioner annually, on or before the first day of October; he shall pay the examination fees received by him to the treasurer of the district, within ten days after each meeting, and at the same time file with the clerk of the Board of Education a written statement of the amount, and also a statement of the number of applicants, male and female, examined, and the number of certificates granted, and for what terms; and the fees paid to the treasurer of the district shall be applied to the support of teachers' institutes, as provided in chapter thirteen.

SEC. 4085. No board of county, city or village examiners shall have more than one member connected with the same school.

CHAPTER XIII.

TEACHERS' INSTITUTES.

SECTION

4092. Institutes for city districts of first class.

SECTION

4094. Length of sessions; reports of certain institutes.

SEC. 4092. The Board of Education of each city district of the first class may provide for holding an institute yearly, for the improvement of the teachers of the common schools therein; the expenses of such institute shall be paid from the institute fund provided for by section *forty hundred and eighty-three*; if the board of any district do not provide for such institute in any year, it shall cause the institute fund in the hands of the district treasurer to be paid to the treasurer of the county wherein the district is situate, who shall place the same to the credit of the county institute fund, and the teachers of the schools of such district shall be entitled, in such case, to the advantages of the county institute, subject to the provisions of the preceding section, and the clerk of the board shall make the report of the institute required by section *forty hundred and ninety-four*.

SEC. 4094. All institutes held under the provisions of this chapter, except the institute provided for by section *forty hundred and ninety-three*, shall continue at least four days and a report of each institute held in pursuance of the provisions of sections *forty hundred and ninety-two* and *forty hundred and*

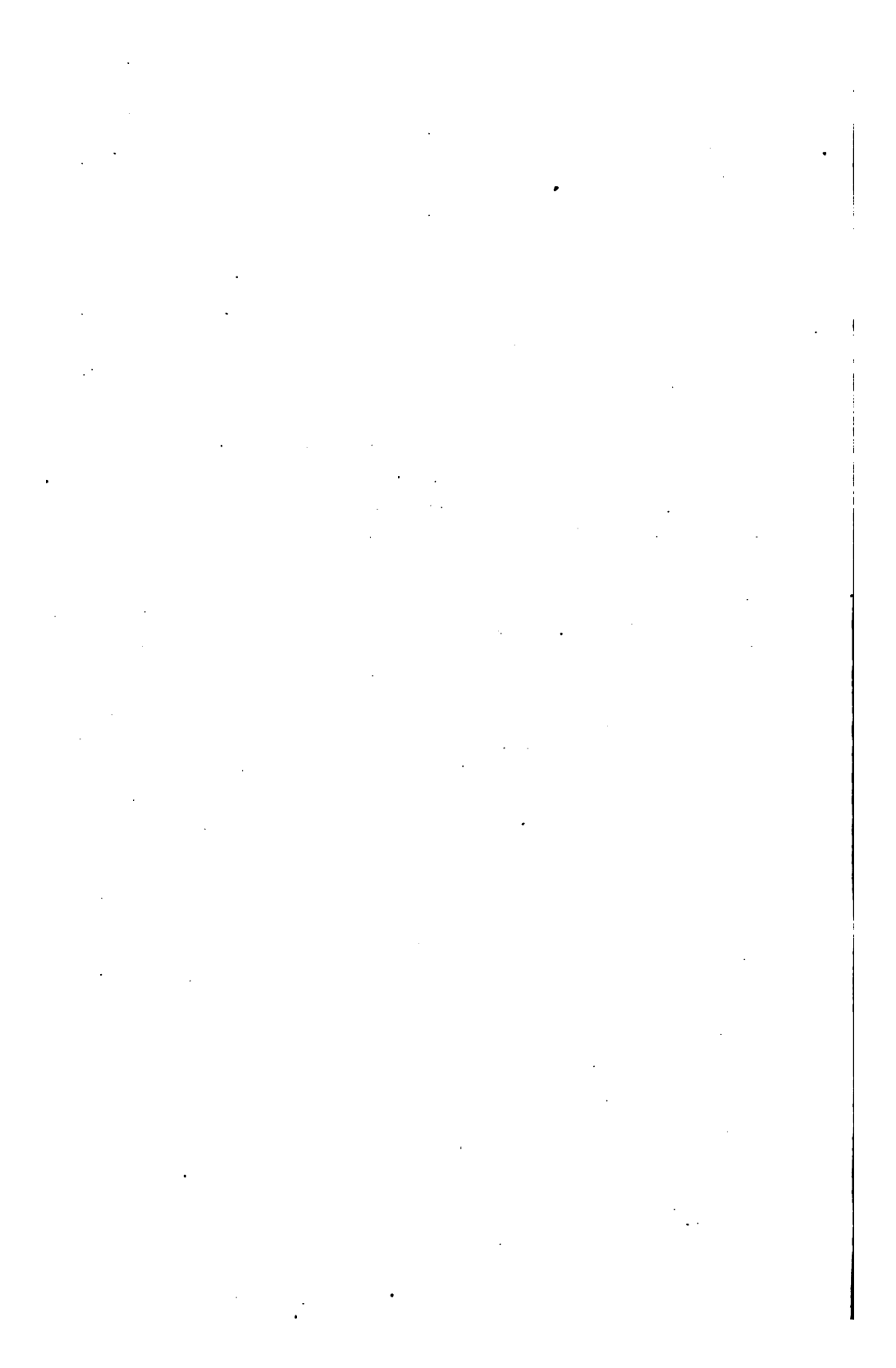
ninety-three shall be made to the commissioner of common schools, within thirty days after the adjournment thereof, which shall state the number of teachers in attendance, the names of instructors and lecturers, the total expenses of the institute, and the portion thereof paid from institute funds, and such other information relating to the institute as the commissioner may require.

CHAPTER XIV.

CINCINNATI UNIVERSITY.

SEC. 4104. When and how tax may be levied

SEC. 4104. The Board of Education of the city may, upon the application of said board of directors, assess and levy a tax on the taxable property of the city not exceeding one-tenth of one mill on the dollar valuation thereof, to be applied by the board of directors to the support of such university, college or institution; *and the board of education shall also assess and levy, annually, not less than three hundredths nor more than five hundredths of one mill on the dollar of such valuation for the establishment and maintenance of an astronomical observatory, in connection with such university, college or institution, the proceeds of which shall be paid to the board of directors, and applied by them for said purpose exclusively.*





◀ PART SECOND ▶



BOARD OF EDUCATION
OF THE
SCHOOL DISTRICT OF CINCINNATI,
1885-86.

OFFICE OF THE BOARD.

North-east Room on First Floor of Public Library Building, on Vine Street,
between Sixth and Seventh Streets.

Telephone 263.

OFFICERS OF THE BOARD.

PRESIDENT.

GEORGE EMIG..... { Dayton's Nut and Bolt Works,
Newport, Ky.

VICE-PRESIDENT.

H. M. RULISON, JR.....S. W. Cor. Fifth and Main Streets.

CLERK.

ROBT. G. STEVENSON.....Kleine Street, East Walnut Hills.

ASSISTANT CLERK.

W. J. EARLS.....438 George Street.

OFFICERS OF THE SCHOOLS.

SUPERINTENDENT OF SCHOOLS.

JOHN B. PEASLEE.....22 Wesley Avenue.

SUPERINTENDENT OF BUILDINGS.

JOHN FREY.....Office, 287 West Ninth Street.

ROLL OF MEMBERS

For the School Year 1885-86.

YRS.	MEMBERS AT LARGE.	RESIDENCE.	PLACE OF BUSINESS.
2.....	Dr. T. E. Taggart.....	Spruce Street, Fairmount.....	Fairmount.
3.....	Adolph Pluemer.....	80 Ohio Avenue.....	N. E. cor. 4th and Race Streets.
3.....	Max J. Schumann.....	1101 Vine Street.....	
3.....	L. M. Hadden.....	34 Dayton Street.....	N. E. cor. 4th and Vine Sts.
2.....	Howard Douglass.....	Southern Ave., Mt. Auburn.....	S. W. cor. Fourth and Main Sts.
2.....	Thos. McLaughlin.....	10 Calhoun St., near Jefferson.....	County Treasurer's Office.
2.....	Geo. Wm. Hirst.....	604 East Third Street.....	59 Walnut Street.
2.....	Joseph E. Chuck.....	Tusculum.....	U. S. Revenue Service.
1.....	Joseph Moses.....	Chase Ave., E. Walnut Hills.....	Criminal Balliff, Court House.
1.....	Wm. A. Hopkins.....	McLean and Hatch, Mt. Adams.....	U. S. Revenue Service.
1.....	John F. McCarthy.....	Woodburn Avenue.....	N. W. cor. Fifth and Vine Sts.
1.....	Thomas Lee.....	48 Race Street.....	48 Race Street.
WRD.	MEMBERS.	RESIDENCE.	PLACE OF BUSINESS.
1st..	Dr. R. F. Carver.....	1583 Eastern Avenue.....	Physician.
2d..	Robert J. Morgan.....	Alpine Place, Walnut Hills...	Lock and Sixth Streets.
3d..	James O' Kane.....	409 Broadway.....	S. E. cor. Hunt & Sycamore Sts.
4th..	Daniel Finn.....	185 East Sixth Street.....	Gas Company's Office.
5th..	Charles L. Terhune ...	49 Pike Street.....	L. & N. R. R. Freight Depot.
6th..	Henry Becksmith.....	S. W. cor. 8th and Broadway..	S. W. cor. 8th and Broadway.
7th..	H. H. Mithoefer.....	607 Main Street.....	607 Main Street.
8th..	Thomas Knight.....	35 Plum Street.	Dep'tment Board Public Works
9th..	John Eggers.....	370 Elm Street.....	370 Elm Street.
10th..	Samuel Weil, Jr.	127 Bremen Street.....	26 West Front Street.
11th..	August Hermann.....	67 Moore Street.....	Law Bulletin Office, Armory Building.
12th..	George Emig.....	219 Clifton Avenue.....	184 West Second Street.
13th..	George Kreh.....	Jefferson Avenue, Corryville..	2 Burnet House.
14th..	George W. Long.....	109 Poplar Street.....	Sheriff's Office.
15th..	*August H. Bode.....	287 Findlay Street.....	N. E. cor. Court & Walnut Sts.
16th..	B. W. Hocker.....	157 Clark Street.....	Lane & Bodley's.
17th..	H. M. Rullison, Jr....	Mansion Place, Price Hill.....	S. W. cor. 5th and Main Sts.
18th..	Mark Wallace.....		S. E. cor. Longworth and Race.
19th..	J. F. Guynan.....	386 West Fourth Street.....	N. W. cor. 6th & Central Ave.
20th..	Jacob A. Haass.....	N. E. cor. 8th & Freeman Ave.	N. E. cor. 8th & Freeman Ave.
21st..	J. P. Dehner.....	N. E. cor. Neave & German Sts.	Clerk Superior Court.
22d..	M. J. Boughen.....	240 Baymiller Street.....	2d Floor, 114 & 116 W. 5th St.
23d..	Geo. O. Deckebach.....	332 Wade Street.....	Wiggin's Block.
24th..	Jacob E. Cormany.....	Queen City and Bogen Street..	Cor. McLean & Harrison Ave.
25th..	C. W. Whiteley.....	1284 Colerain Avenue.....	

* Resigned November 9, 1885.

STANDING COMMITTEES

For the Year 1885-86.

BOUNDARIES, STATISTICS, AND HYGIENE,	}	Taggart, Hirst, Wallace.
BUILDINGS AND REPAIRS.....		Deckebach, Finn, Kreh, Cormany, Knight.
COURSE OF STUDY, TEXT-BOOKS, EXAMINATIONS, AND BEQUESTS,	}	Bode, Kreh, Deckebach, Douglass, Terhune
DISCIPLINE		Haass, Guynan, Lee, Dehner, Hocker.
FUNDS AND CLAIMS		O'Kane, Pluemer, Morgan, Mithoefer, McLaughlin.
FURNITURE AND SUPPLIES		Mithoefer, Weil, Hermann, Hirst, Boughen.
GERMAN DEPARTMENT		Pluemer, Schumann, Bode, Becksmith, Dehner.
HEATING FIXTURES AND FUEL...		Hermann, Morgan, Moses, Weil, Haass.
LAW		Hadden, Rulison, McCarthy.
LOTS		Morgan, Douglass, Taggart.
NIGHT SCHOOLS		Cormany, McCarthy, Hopkins, Terhune, Chuck.
NORMAL SCHOOL AND TEACHERS' INSTITUTE,	}	McLaughlin, Rulison, Hadden, Carver, Finn.
PRINTING		Long, Eggers, Moses.
RULES AND REGULATIONS.....		Whiteley, Carver, Lee.
SALARIES AND REPORTS.....		Rulison, Schumann, Long, O'Kane, Boughen.
SPECIAL STUDIES		Kreh, Whiteley, Eggers, Knight, Guynan.
UNGRADED SCHOOLS.....		Wallace, Chuck, Hopkins, Becksmith, Hocker.

LOCAL TRUSTEES

For the Year 1885-86.

DISTRICT.	LOCATION.	TRUSTEES.
First	Liberty, east of Spring Street.....	Mithoefer, O'Kane, Hermann.
Second	Sycamore, south of Fifth Street...	Becksmith, Terhune, Lee.
Third	Ellen Street.....	Finn, Guynan, Hopkins.
Fourth	Eastern Ave., east of Washington.	Terhune, Finn, Hocker.
Fifth	Third, east of Plum Street.....	Lee, Wallace, Knight.
Sixth	Elm and Adams Streets.....	Weil, Kreh, Chuck.
Seventh	Fifth, east of Park Street.....	Guynan, Hadden, Wallace.
Eighth	Eighth, east of Mound Street.....	McLaughlin, Rulison, Carver, Hadden, Finn.
Ninth	Ninth, east of Race Street	Chuck, Eggers, Knight.
Tenth	Vine, south of Thirteenth Street..	Eggers, Weil, Hocker.
Eleventh	Clinton, west of Linn Street.....	Boughen, Bode, Wallace.
Twelfth	Eighth, east of Harriet Street.....	Haass, Pluemer, Dehner,
Thirteenth	Findlay, west of Vine Street.....	Kreh, Emig, Pluemer.
Fourteenth.....	Poplar and Freeman Avenue	Deckebach, Long, Boughen.
Fifteenth.....	Main and Buckeye Streets	Hermann, Mithoefer, O'Kane.
Sixteenth	Southern Avenue, Mt. Auburn....	Douglass, Schumann, Becksmith.
Seventeenth.....	Eastern Avenue, east of Lewis St.	Hirst, Rulison, Carver.
Eighteenth.....	Camp Washington	Cormany, Whiteley, Taggart.
Nineteenth.....	Woodburn Avenue.....	McCarthy, Moses, Douglass.
Twentieth.....	Findlay, west of John Street.....	Long, Hermann, Bode.
Twenty-first.....	Storrs Township	Dehner, Rulison, Deckebach.
Twenty-second ..	Locust and Orchard Streets	Morgan, Hirst, McCarthy.
Twenty-third	Vine Street, Corryville	Schumann, Emig, McLaughlin.
Twenty-fourth ...	Pendleton and Columbia	Carver, Morgan, Hopkins.
Twenty-fifth	Harrison Pike, Fairmount.....	Taggart, Cormany, Deckebach.
Twenty-sixth	Cummins ville.....	Whiteley, Cormany, Hirst.
Twenty-seventh..	Riddle, north of Bank Street.....	Hocker, Whiteley, Cormany.
Twenty-eighth ...	Browne, west of Baymiller St....	Pluemer, Kreh, Haass.
1st Intermediate	Baymiller, south of Clark St.....	Rulison, Hermann, Weil, Becksmith, Haass.

LOCAL TRUSTEES—CONTINUED.

DISTRICT.	LOCATION.	TRUSTEES.
2d Intermediate..	Ninth, west of Main Street.....	Hopkins, Finn, McLaughlin, Hirst, Terhune.
3d Intermediate..	Franklin, east of Main Street.....	O'Kane, Mithoefer, Moses, Douglass, Schumann.
4th Intermediate.	Baymiller, north of Dayton St....	Bode, Kreh, Eggers, Boughen, McCarthy.
Gaines & Western	Court, west of John Street.....	Hadden, Morgan, Long, Lee, Dehner.
Eastern.....	Seventh, east of Broadway.....	Knight, Becksmith, Chuck.
Walnut Hills.....	Elm, near Chapel Street.....	Moses, Morgan, O'Kane.
Cummins ville....	Dirr Street	Wallace, Whiteley, Taggart.

BILL DAYS.

May 25th.....	1885
June 22d	1885
July 20th.....	1885
August 17th.....	1885
September 14th.....	1885
October 26th	1885
November 23d.....	1885
December 21st.....	1885
January 18th.....	1886
March 1st.....	1886
March 29th	1886
April 26th	1886

UNION BOARD OF HIGH SCHOOLS.

Year 1885-86.

Office Board of Education, Public Library Building.

President.

PETER RUDOLPH NEFF..... COLLEGE OF MUSIC.

Vice-President.

JOSEPH MOSES.....CRIMINAL BAILIFF, OLD COURT-HOUSE.

Secretary.

ROBT. G. STEVENSON.....KLEINE STREET, EAST WALNUT HILLS.

MEMBERS.

Delegates from the Board of Education.

JOSEPH E. CHUCK.....U. S. REVENUE DEPARTMENT.

JAMES F. GUYNAN.....N. W. COR. CENTRAL AVE. AND SIXTH STREET.

L. M. HADDEN.....N. E. COR. FOURTH AND VINE STREETS.

GEORGE W. HIRST.....59 WALNUT STREET.

GEORGE W. LONG.....SHERIFF'S OFFICE.

JOSEPH MOSES.....COURT-HOUSE.

Delegates from Woodward Fund.

PETER RUDOLPH NEFF.....COLLEGE OF MUSIC.

E. CORT WILLIAMS.....77 WEST THIRD STREET.

A. T. GOSHORN.....ART MUSEUM.

CHAS. P. TAFT....."TIMES-STAR" OFFICE.

S. S. DAVIS.....N. E. COR. FOURTH AND VINE STREETS.

Delegates from Hughes Fund.

H. H. TATEM.....ST. PAUL BUILDING, 35 WEST FOURTH STREET.

C. H. STEPHENS.....N. W. COR. WALNUT AND THIRD STREETS.

STANDING COMMITTEES.

Text-Books, Course of Study, Libraries, and Apparatus.

TAFT, WILLIAMS, GOSHORN, HADDEN, AND HIRST.

Examination of Schools, Graduates, and Medals.

GOSHORN, STEPHENS, AND MOSES.

Printed Questions and Admissions.

STEPHENS, HIRST, AND LONG.

Discipline.

CHUCK, DAVIS, AND MOSES.

Buildings and Repairs.

DAVIS, TATEM, AND GUYNAN.

Furniture.

GUYNAN, CHUCK, AND DAVIS.

Claims.

HIRST, WILLIAMS, AND HADDEN.

Salaries.

LONG, TAFT, AND GUYNAN.

Fuel and Supplies.

HADDEN, CHUCK, AND TATEM.

SPECIAL COMMITTEES.

Hughes.

PRESIDENT (*ex officio*), TATEM, DAVIS, STEPHENS, AND LONG.

Woodward.

PRESIDENT (*ex officio*), WILLIAMS, GOSHORN, HIRST, AND TAFT.

BILL DAYS AND REGULAR MEETING DAYS OF THE BOARD.

May 21st	1885
June 18th	1885
July 16th	1885
August 13th	1885
September 10th	1885
October 22d	1885
November 19th	1885
December 17th	1885
January 14th	1886
February 25th	1886
March 25th	1886
April 22d	1886
May 20th	1886

Pay day, eight days after Bill Day.

BOARD OF MANAGERS
OF THE
PUBLIC LIBRARY OF CINCINNATI.

1885-86.

President.

HOWARD DOUGLASSS.W. Cor. Fourth and Main Streets (Southern
Avenue, Mount Auburn).

Secretary.

GEORGE EMIG.....184 W. Second Street (219 Clifton Avenue).

DANIEL FINN.....Gas Company's Office (185 E. Sixth Street).

WM. S. THORNTON.....4 College Building (43 W. Ninth Street).

THOMAS McLAUGHLIN.....County Treasurer's Office (10 Calhoun Street).

THOMAS LEE48 Race Street.

Librarian.

CHESTER W. MERRILL.....15 Albion Place, Mount Auburn.

STANDING COMMITTEES

OF THE

PUBLIC LIBRARY OF CINCINNATI.

Library.

THORNTON, EMIG, McLAUGHLIN.

Finance.

FINN, LEE.

Reading Rooms.

THORNTON, McLAUGHLIN, LEE.

Building.

EMIG, FINN.

Branch Libraries.

McLAUGHLIN, LEE, THORNTON.

Librarian and Assistants.

CHESTER W. MERRILL *Librarian.*
 HERMANN ECKEL *First Assistant Librarian.*
 WILL E. BARNWELL *Second Assistant Librarian.*
 HARRIET E. GARRETTSON *Third Assistant Librarian.*

SOPHIA F. SHANNON,	KATE B. MEDARY,	ANNIE SOLOMONS,
LAURA F. POLLARD,	JULIA GREEN,	ANNA EPPENS,
C. B. FRENK,	JENNIE HOBAN,	MRS. MARY L. RYAN,
ANNA B. RANKIN,	KITTIE W. SHERWOOD,	SALLIE A. OWENS,
MRS. E. N. FULLER,	ESTELLA STURR,	JOSEPHINE EGLY,
SELINA M. BURNARD,	MARY JOSIE HENDRICK-	GEORGE C. EMIG,
ELLA MORGAN,	SON,	CLARA YUNGBLUTH,
JOHN J. CORBETT,	MAGGIE MERNA,	MRS. ELISE WILSON.
FRANK SCHWEIN,	JACOB WOLF,	

Evening and Sunday Attendants.

ANNIE QUINN,	MRS. G. F. HOEFFER,	MARY DOLL,
SELMA SPAMER,	BERTHA HABLITZEL,	MARY FARRELL,
EDWARD ROGGO,	ANNA HATMAN,	KATE AMBROSE,
LYDIA JOHNSON,	MRS. M. S. GILLILAND,	JOSEPH O'BRIEN,
MARY HAMBLETON,	CLARA KRUMMEL,	MINNIE HERTEL,
JOHN A. B. KING,	MARY A. CONNOR,	E. SAUL.
EMMA MORRISON,		

RULES OF THE BOARD.

(The Date at the end of each Rule shows the time of its Adoption.)

OFFICERS OF THE BOARD.

1. The officers to be elected at a meeting of the Board of Education on the third Monday in April, or as soon thereafter as possible; shall be a President, Clerk, Vice-President, Assistant Clerk, and a Sergeant-at-Arms. [July 13, 1885.]

PRESIDENT.

2. It shall be the duty of the President to take the chair at the hour appointed for the meetings, and call the members to order; to see that the requisitions of the laws for the government of the schools be presented to the Board at the proper period for its action, and perform such other duties as may properly appertain to his office or be enjoined upon him by the Board. [July 6, 1843.]

VICE-PRESIDENT.

3. In the absence of the President, the Vice-President shall assume his functions, and continue to perform them until the President's return. [July 13, 1885.]

CLERK.

4. The duties of the Clerk shall be to notify all the members of the Board to meet at the Session Room of the Board, for the purpose of organization, on the third Monday in April of each year, at three o'clock p. m.; to attend all meetings of the Board of Education, and make a full and faithful record of their proceedings, and an index of the same; to report on bill nights a list of the employees of the Board, and their respective salaries, and such bills as may have been audited by the Committee on Claims, and record all bills and salaries passed by the Board, and to certify the same to the City Treasurer; to file all reports or communications accepted by the Board; to keep safely all books, documents and papers belonging to the School Department; to keep full and fair accounts of all receipts and expenditures, and report to the Board the condition of the School Fund whenever required; to report at each meeting, immediately after the approval of the minutes, the name of every member who has been absent, without leave of the Board, from four consecutive regular meetings. [1868.]

5. (a) The Clerk shall be required to keep the following accounts:

Teachers' salaries (excluding Night Schools),	Lots,
Officers' salaries,	Buildings,
Janitors' salaries,	Repairs,
Librarians' salaries,	Fuel,
Night School salaries,	Furniture,
Supplies,	Heating Fixtures,
Gas,	Printing,
Rent,	Advertising,

and an Incidental account, including all items not properly chargeable to the above accounts.

(b) He shall report to the Committee on Funds and Claims, monthly, the receipts for the preceding month, and shall apportion said receipts to the above accounts, under the instruction of that Committee, in proportion to the annual estimates of the Committee for each account.

(c) The Clerk shall keep the separate accounts in such form as to be able to report, at any time, the amount in each account.

(d) It shall be the duty of the Committee on Funds and Claims to see that the amount due each account shall not be overdrawn.

(e) No money shall be transferred from one account to another, except by a vote of three-fourths of the entire Board. [October 4, 1880.]

6. He shall prepare statistics, and other matters not furnished by the Superintendent of Schools, for the annual report of this Board; shall furnish Principal teachers copies of all rules and resolutions adopted for the regulation of the schools, and keep a record of certificates issued by the Board of Examiners to teachers; have charge of the office and session halls of the Board of Education, and keep the office open from 9 A. M. to 4 P. M.; notify members of the Board of changes in the hour of meeting, and call together committees when ordered by their respective chairmen, and perform such other duties as may be incumbent by law or imposed by the Board. [July 13, 1885.]

7. When any subject or matter shall be referred to a committee, either special or standing, it shall be the duty of the Clerk, within a reasonable time thereafter, to notify the chairman of such committee, in writing, of such reference, and furnish him with an abstract of the subject matter thereof [January 17, 1870.]

8. The Clerk is instructed to lay no bill before the Committee on Claims, unless the same be presented to him by 4 P. M. of the Friday preceding bill day. [June 14, 1880.]

9. It shall also be the duty of the Clerk, at the end of each month, to have printed, in convenient form, one hundred copies of all additions to, or amendments of, the Rules which may have been adopted during that month, and to have one of such copies pasted, as soon as practicable, in the annual report of each member of the Board. [December 11, 1865.]

10. He shall execute a bond in the sum of \$5,000, with three sureties, to be approved by the Board, payable to the State of Ohio, conditioned that he shall faithfully perform all the official duties required of him. This bond shall be deposited with the President of the Board, who shall certify to a copy thereof, to be filed with the County Auditor. He shall employ census takers, and see that they are duly qualified and instructed, and that their returns are in form and properly certified. [February 2, 1874.]

11. The entire services of the Clerk shall be devoted to the duties of Clerk and Secretary of the several School Boards. [March 9, 1857.]

ASSISTANT CLERK.

12. It shall be the duty of the Assistant Clerk to distribute all notices to the members of the Board of Education, Committees and Teachers, and perform such other duties as the Clerk may require; and he shall be at all times subject to the orders of the Clerk. [July 13, 1885.]

SERGEANT-AT-ARMS.

12a. His duty shall be to keep the floor of the chamber cleared, during the session of the Board, of all persons not officers or members of the Board, or representatives of the daily press; and, under the order of the President, perform such other duties as are usual to the position. [July 13, 1885.]

ORDER OF BUSINESS.

13. The Order of Business shall be as follows:

a—ON BILL DAYS.

1. Roll-call.
2. Reading of the minutes of the previous meeting.
3. Clerk's report of the names of those members absent, without permission, from four consecutive regular meetings of the Board.
4. Communications.
5. Salary and claim items, including reports of the following committees: Salaries and Reports, Claims and Supplies.
6. Call of districts and new business.
7. Unfinished business.

b—AT OTHER MEETINGS.

1. Roll call.
2. Reading the minutes of the previous meeting.
3. Clerk's report of the names of those members absent, without permission, from four consecutive regular meetings of the Board.
4. Communications.
5. Reports of committees; to be called in alphabetical order, always beginning each call at the place reached at the previous call.
6. Unfinished business.
7. New business.

NOTE.—Special orders shall have the precedence over the above business at the time appointed for their consideration. [June 19, 1876.]

RULES OF BUSINESS.

14. A majority of all the members of the Board shall constitute a quorum. [July 13, 1885.]

15. The regular meetings of the Board shall be held at the Council Chamber every alternate Monday, commencing with the second Monday in July, at such hour as the Board may from time to time prescribe. Extra meetings shall be called whenever the President or any three members shall direct. [July 14, 1873.]

16. All motions made and seconded shall be considered in possession of the Board, and shall be reduced to writing whenever required by a member; but no subject different from the one under consideration shall be introduced under the color of an amendment. [January 3, 1870.]

17. No member shall speak longer than five minutes at any one time, nor more than once upon the same question, until all the other members have had an opportunity to speak upon the same, unless by leave of the Board; nor shall he speak more than twice upon the same question, except by leave of the Board. [July 10, 1871.]

18. No question decided by the Board shall again be raised during the same school year, except on motion to reconsider, made by a member who voted with the majority, at the same meeting when passed, unless leave to introduce the same be first granted by a vote of a majority of all the members of the Board. [July 1, 1867.]

19. The time for passing bills shall be as per schedule of the Clerk, and all bills, unless otherwise ordered by the Board, shall be laid over till such night for action. [June 29, 1857.]

20. All accounts shall be audited by the Committee on Claims before being acted upon by the Board, except salaries. [October 14, 1867.]

21. All accounts against the Board of Education, before being presented to the Committee on Claims, shall be certified by the party or parties contracting the same, who shall state the authority under which said accounts were contracted. [August 19, 1861.]

22. No money shall be drawn out of the School Fund except on a vote of yeas and nays of a majority of the whole Board; and all motions or resolutions to contract for work, the expenditure of money, or sale of property, shall be taken by yeas and nays, and require a majority of the Board in the affirmative to pass the same. [October 2, 1865.]

23. No contract for building new school-houses or additions to old houses shall be entered into, unless predicated on the revenue from the School Tax for the fiscal year, after first setting apart a sufficient sum to pay the usual tuition and current expenses of carrying on the schools for the remainder of the year. [April 19, 1859.]

24. All requests for appropriations for repairs of buildings or grounds shall first be referred to the Committee on Buildings and Repairs, who shall

examine and report back to the Board the probable cost, and as to the necessity of the work, having regard, also, to the amount of the fund estimated for that purpose. [July 13, 1885.]

25. The salaries of officers, teachers and janitors shall be considered on bill days in the form submitted by the Committee on Salaries and Reports; but the failure of such committee to report shall not hinder the Board from taking up such question at the proper time, and all exceptions to such report shall be made after its being read to the Board, but before the final vote on the same. [February 25, 1867.]

26. Whenever any one of the Rules of the Board or Regulations of the Schools shall be amended, the original rule shall be repealed, and the amended rule be put in its place. [October 29, 1866.]

27. The Superintendent of Schools shall be entitled to a seat within the bar, and shall have the privilege of debate on any question connected with his department, but shall not have a vote on any question. [October 21, 1867.]

28. No person, not a member or officer of the Board or representative of the daily press, shall be admitted to the floor of the chamber during the session of the Board, except on invitation of a member and by consent of the Board. [December 27, 1880.]

29. No member shall be allowed to leave the room while the Board may be in session without permission of the President. Absence from four consecutive regular meetings, without leave of the Board, shall be deemed gross neglect of duty on the part of any member, and a forfeiture of his membership, unless caused by personal illness, of which notice shall be given. [February 2, 1874.]

30. Members of the Board holding positions of membership on more than one committee, in joint session of said committees shall be entitled to one vote only. [July 13, 1885.]

31. The President shall have a vote upon all questions, and whenever the vote shall be a tie the question shall be considered lost. [October 29, 1866.]

32. The rules of the Board shall be the only rules governing the proceedings of the Board, and shall remain in force until duly repealed, unless they shall be added to or amended by due legislation. [October 29, 1866.]

33. Any member who shall willfully violate any of the rules of the Board shall be liable to be reprimanded in such a manner as may be determined upon by the Board. [October 29, 1866.]

34. Any question connected with the subjects classified under the title, "Course of Study and Text-Books," shall require a majority of the whole Board to pass the same; but no text-book shall be changed within three years after its adoption, except by a vote of three-fourths of all the members of the Board, at a regular meeting. [February 2, 1874.]

35. In the absence of any special rule, Cushing's Manual shall be considered the authority on parliamentary law, and a strict adherence to the same is enjoined upon all members. [October 29, 1866.]

36. In filling blanks, the largest sum and the longest time shall be first put. [October 29, 1866.]

37. Motions to adjourn, to lay upon the table, for the previous question, or upon the order of business, shall not be debatable. [October 29, 1866.]

38. Any two members may appeal from the decision of the President to the Board, or may call for a division by standing to be counted; but on all questions to be determined by a standing vote, or by a call of the yeas and nays, no member shall be excused from voting, except by a special action of the Board. [July 10, 1871.]

39. Any member may call for the ayes and noes, but no call for the previous question shall be entertained, unless approved by five members, and shall then be put in these words: "Shall the main question be now put?" and until decided shall preclude any further debate or amendment, but, pending amendments, shall be put before the main question. [July 13, 1885.]

40. When the previous question is decided in the negative, the original question shall remain before the Board. [October 29, 1866.]

41. When a question is under debate, no motion shall be received but to adjourn, to lay on the table, for the previous question, to postpone to a certain day, to commit to a standing committee, to commit to a special committee, to amend, to postpone indefinitely, which several questions shall have precedence in the order in which they are arranged. [October 29, 1866.]

42. In case of emergency, any one of the Rules of the Board, or the Regulations of the Schools, except Rule 43, may be suspended by a vote of a majority of all the members of the Board, *excepting* Rule 5 (*e*), which shall require a vote of three-fourths of the entire Board; Rule 13, which shall require a vote of two-thirds of the members present; and Regulation 56, which shall require a vote of three-fourths of the entire Board. [July 13, 1885.]

43. Any addition to or amendment of the Rules of the Board or the Regulations of the Schools shall be presented, in writing, at some regular meeting, lie over two weeks from the time of its introduction for the consideration of the Committee on Rules and Regulations, unless otherwise referred, and then require a majority of all the members to pass the same. [July 13, 1885.]

MISCELLANEOUS RULES.

44. When any teacher is to be transferred from one district to another, at least one week's notice shall be given to the Trustees or the chairman of the district from which such transfer is to be made. [November 7, 1864.]

45. No person shall be eligible for election as a member of the Board of Examiners who is a teacher in any of the public or private schools of this city. [February 29, 1864.]

46. No officer or member of this Board shall be interested, directly or indirectly, in any contract or sub-contract ordered by the Board. [September 11, 1854.]

47. The salary of no officer, teacher or janitor shall be increased during the school year in which he may be employed. [October 29, 1866.]

48. The school year shall commence on the first day of September and close on the last day of August, and the school session shall commence on the first Monday of September and continue until the end of two hundred days' actual teaching, not including any general holidays. [August 22, 1881.]

49. At the commencement of the school year, or at any time thereafter, when deemed necessary, advertisements shall be made for bids, to be filed at the office of Public Schools, to furnish the following articles, to be delivered in such amounts, at such times and places as needed, for the current school year, viz: fuel, furniture, printing, stoves and furnaces, and such portions of supplies as may be deemed advisable by committee on the same. The papers in which published, and the number of insertions of such advertisements, shall be determined by the committee having charge of such departments, respectively. [August 5, 1867.]

ELECTIONS, NOMINATIONS AND REMOVALS.

50. Whenever there may be two or more candidates for any position, the election shall be by ballot, and a majority of all the members shall be necessary to a choice; but when there is but one candidate, the election may be by acclamation. Any person who may be elected to any position shall hold such position at the will of the Board (except persons elected to fill vacancies of members in such Board), and may be removed at any time by a vote of a majority of all the members; after receiving one week's notice, in writing, of such proposed removal. The above provisions shall apply to all persons elected to any office or position of honor or emolument within the gift of the Board. [June 10, 1867.]

51. The annual nominations of teachers by the Local Trustees shall be made to the Board as follows: Principals at the last regular meeting in May; all other teachers at the first regular meeting in June.

These and all nominations of teachers shall be made in writing, signed by the Local Trustees or members offering the same, and stating therein the full name, the date of certificate, and expiration of the same; the previous as well as the proposed salary, and the number of years' actual experience in teaching of every nominee. No person shall be employed as a teacher whose husband or wife is so employed in the same district, and no son or daughter shall be employed in the same district of which his or her father is Principal. All nominations shall be referred to the Committee on Salaries for report before any action thereon by the Board. [Jan. 12, 1880.]

52. The annual election of Superintendent of Schools shall be made at the first regular meeting in May, and he shall enter on his duties for one year from the day of the second regular meeting of the Board in August succeeding his election; and the annual election of Superintendent of School Buildings shall be made at the second regular meeting in June. [July 13, 1885.]

LOCAL TRUSTEES.

53. For each Intermediate School there shall be a standing committee of five members, and for every District School a standing committee of three members (except the District School in which may be located the Normal School, which District School shall be under the control of the Committee on Normal School and Teachers' Institute), to be styled the Local Trustees, and to be appointed at the beginning of each school year, in such manner as the Board may order. Their powers and duties shall be such as herein specified, and such others as the Board may from time to time direct. [February 2, 1868.]

54. There shall be a standing committee of six members on the High Schools, to be elected by ballot at the first regular meeting in May of each school year, who shall be the delegates of the Board of Education in the Union Board of High Schools, as provided in the contract of May, 1851, for the establishment of High Schools, and shall perform such other duties as the Board may direct. [February 2, 1874.]

55. The Local Trustees shall have a general supervision of the schools and school property in their respective districts; shall fill vacancies among teachers temporarily, and report their action to the Board at the next regular meeting, when there shall be a call for "local business;" shall supply wants and order such repairs of the buildings, fences or school furniture as may be immediately necessary, not exceeding ten dollars; shall suggest minor regulations for the pupils or teachers not in conflict with the Rules of the Board or the Regulations of the Schools; shall visit the schools frequently and give such aid and co-operation to the teachers, by their counsel, as may tend to increase their usefulness and efficiency and promote harmony among them and between them and the parents of their pupils. [December 27, 1880.]

56. It shall also be their duty, previous to the annual nominations, to give one week's written notice to any teacher whom they do not see fit to nominate for the ensuing year. [October 29, 1866.]

COMPLAINTS, TRIALS AND APPEALS.

57. Before any case of discipline or complaint against any teacher is brought before the Board, it shall, in the first place, be presented to the Trustees of the district; from their decision an appeal may be taken by either party to the Committee on Discipline; from their decision a final appeal may be taken to the Board; but no case shall be brought before the Board except by the mode thus prescribed. [October 13, 1863.]

58. Complaints on the part of Local Trustees against the Principal or any teacher of their school, either for persistent disregard of the Rules of the Board, the Regulations of the Schools, or of their own requisition made under the authority of the Board, and complaints on the part of teachers against their Local Trustees of unauthorized and pernicious interference in

the management of their schools, shall, in the first instance, be referred to the Committee on Discipline. [December 11, 1865.]

59. No complaint nor appeal shall, in any case, be entertained by a committee, or this Board, unless it be presented in writing, and sets forth the specific causes of complaint, or grounds for appeal, as the case may be. But when thus presented, it shall receive the earliest possible consideration, at a meeting appointed for the purpose, due notice of which shall be given to all parties concerned. [December 11, 1865.]

60. When a case of discipline is before the Local Trustees, or the Committee on Discipline, they shall keep a full record of all the evidence adduced before them, and of their decision thereon, which decision shall be final and of full effect as a rule of the Board, until reversed by the higher committee or by the Board. [December 11, 1865.]

61. When an appeal is before the Board, no point other than that contained in the appeal shall be raised, and no evidence shall be adduced or considered other than that presented in the minutes of the committee above named. But if in the consideration of the subject, further evidence shall appear to be necessary, the matter may be referred back to the Committee on Discipline, for the taking of the required evidence, which being reported to the Board, the consideration of the subject may be resumed as before; or the Board may, at its discretion, refer the subject to a special committee, whose duty it shall be to take the whole matter into consideration without reference to the previous action of any committee, except so far as such action may affect the merits of the question, and to report the evidence taken, with resolutions embodying their conclusions, and proposing such action as may be necessary to remove the cause of disturbance. Such resolutions may, in extreme cases, propose the censure of the parties at fault, the removal of a Trustee from a committee or committees of the Board, or the discharge of a teacher from the schools. [December 11, 1865.]

ELECTIONS—HOW CONTESTED.

62. When it is decided to contest the election of any member to a seat in the Board, a petition must be written briefly setting forth such grounds or facts as the contestant relies upon to show his legal right to such contested seat. This petition must be signed by the person claiming such seat, and must be delivered to the Clerk of the Board within five days after the annual organization in April, and must be read for the information of the Board at the next regular meeting thereafter. A special committee, not exceeding in number five members, shall be appointed, whose duty it shall be to inquire into the truth of the statements made in such petition. Such special committee shall hear all testimony offered by both parties to such contest, and report the same in writing to this Board without delay, together with their finding and judgment thereon. The Board shall then proceed to determine, by a vote of yeas and nays, which party to the contest is entitled to a seat in the Board. The President shall put the question in this manner: "Is ———, the contestant, entitled to a seat in the

Board from ——— Ward, instead of ———, the person whose seat is contested?" A majority of the members of the Board shall be necessary either in the affirmative or negative to determine who is entitled to such contested seat. And the party so entitled to such seat shall take the oath of office required by law. [May 2, 1870.]

63. When a party desiring to make a contest for a seat in the Board shall serve the person whose seat he desires to contest with a notice setting forth the grounds or reasons for such contest, within twenty days after the election, and shall file a copy of such notice with the clerk of the Board within thirty days after the election, testimony may be taken by either party, at any time after such notice of contest, in the form of depositions, in the same manner and on same notice as usual in legal proceedings, which testimony may be offered to and heard by the said special committee. [May 2, 1870.]

PUBLIC LIBRARY.

64. For the purpose of increasing and maintaining the Public Library, the Board of Education is authorized annually to levy a tax not to exceed one-tenth (1-10) of one mill on the dollar valuation of the taxable property of the City of Cincinnati, to be estimated and reported to the Board by the Committee on Funds and Claims, at the same time that they report the estimate for school purposes; and such special tax shall be assessed and collected in the same manner as other school taxes. [July 1, 1867.]

65. The amount of said tax, when collected, shall be expended, under the direction of the Board of Education, for the purchase of such books as are suitable for public school libraries, the bill for which, with attendant expenses, shall be certified to by the President and Clerk, and paid by the City Treasurer. [July 1, 1867.]

66. The Board of Education shall have power to make all needful rules and regulations for the management of the library, and such library shall be accessible to all residents of the City of Cincinnati over sixteen years of age, subject to the rules and regulations adopted for its control and preservation; and non-residents of the city, sixteen years of age, by paying three dollars per annum in advance and an additional deposit of five dollars, shall enjoy the use of the library subject to the same rules and restrictions as residents. [October 19, 1868.]

67. The Public Library shall be under the direction of a Board of Managers, who shall be chosen as follows: The Board of Education shall, on its organization in July, 1867, elect by ballot two persons to serve for the term of three years, and two persons to serve for a term of two years, and two persons to serve for a term of one year; and, annually thereafter, at the same time, two persons to serve for the term of three years. All

vacancies in the positions above designated to be filled by ballot of said Board of Education, the persons so elected to serve during the unexpired term of their predecessors, and until their successors are elected. The President of the Board of Education shall also be a member of said Board of Managers, *ex officio*, and the Board of Managers so constituted shall, at all times, be amenable to and under the control of the Board of Education, both as to their authority and tenure of office, and shall serve without compensation. [July 1, 1867.]

68. On the Thursday succeeding the election, annually, the Board of Managers shall assemble at the call of the Clerk of the Board of Education, and organize by electing a Chairman, Treasurer and Secretary, and report such organization to the Board of Education. [February 2, 1874.]

69. Such Board of Managers shall have the general control of such Library, subject to the will of the Board of Education; and it shall be their duty to enforce the rules and regulations adopted for the use, preservation and management of the same, and they shall act with a view to the enlargement, utility and permanence of such interest. They shall also cause such Library to be closed, and carefully examined and counted, during the month of June each year; and they shall report its condition to the Board of Education at its last meeting in June, annually, which report may be submitted in printed form. [July 1, 1867.]

70. The Board of Managers shall submit to the Board of Education, at its first regular meeting in June of each year, the name of a suitable person to be elected as Librarian for a term of one year; and, at the last regular meeting in June of each year, the names of persons suitable to be elected Assistant Librarians for the ensuing year. The Librarian shall perform his duties under and by the direction of the Board of Managers, or as the Board of Education may direct. The Assistant Librarians shall be under the direction and control of the Librarian. [June 19, 1876.]

71. The Board of Education shall make an annual allowance of a sum not exceeding \$25,000 for the salaries of Librarian and Assistant Librarians, the same to be distributed by the Board of Managers at the commencement of the year, and paid by installments on the regular bill days of the Board of Education. [November 15, 1875.]

72. Such Board of Managers shall also keep an accurate account of all receipts and expenditures on account of the Library, and present an abstract of the same to the Board of Education, on a regular bill night, once a quarter. [July 1, 1867.]

73. All donations or other receipts for the benefit of the Library shall be paid into the City Treasury, to be held as a special Library Fund, out of which all appropriations for the Library shall be paid; provided, that donations for special objects connected with the Library shall be subject to appropriation by the Board of Managers, in accordance with the condition of the donation, without action by the Board of Education. [July 1, 1867.]

74. The Board of Education may appropriate, from time to time, a sum not to exceed, with the unexpended balance of the preceding appropriation, the sum of \$800, which the Board of Managers may expend without further action of the Board of Education.

STANDING COMMITTEES.

75. The Committee on Drawing, Penmanship and Music, jointly, shall, before the close of the summer vacation, arrange a time table for lessons in those exercises for the ensuing year in all the schools, to be observed by the Principals of the schools, respectively, in arranging other recitations.

76. Every standing committee shall keep notes of its meetings, members present and proceedings, in a book to be provided for the purpose, and to be preserved and indexed by the clerk. Reports shall be made in writing. No report shall be made except by leave of the Board, unless a meeting of the committee has been called and each member notified. A minority may report their reasons for dissenting, or propose counter measures, at their discretion. [April 24, 1865.]

77. The following standing committees shall be appointed by the President at the beginning of each school year, and, besides the special powers and duties hereinafter stated, shall exercise such others as the Board shall prescribe. [April 24, 1865.]

AMENDED RULES.

Adopted March 7, 1881, to take effect April 18, 1881.

ON BOUNDARIES, STATISTICS AND HYGIENE.

78a. Three members, to revise the boundaries and proportions of districts, and report whenever changes may be advantageously made.

78b. They shall see that measures for taking the enumeration and making returns of school statistics are properly executed, as required by law.

78c. They shall have supervision of ventilation, light and everything which appertains to the health of the pupils of the Public Schools.

78d. To assist them in the discharge of their duties, they shall have power to require the services of the Superintendent of the Schools.

ON BUILDINGS AND REPAIRS.

79a. Five members, to have general supervision of the building and repairing of all school-houses and grounds, and all plans, estimates and contracts for such works.

79b. No contract for building, or for repairs, exceeding ten dollars in amount shall be made until the matter shall have been referred to and reported upon by this committee.

79c. They shall receive proposals at any suitable time in March or April of each year, and report the same to the Board, whereupon the Board may empower them to contract with the lowest bidders for the sprinkling of the streets in front of school property, whenever sprinkling is done, or is, in their opinion, necessary, at a rate not exceeding twenty cents per front foot for the entire season, to be paid at the end of the season only upon the endorsement of said committee to the Committee on Funds and Claims that the bill therefor is correct, and that the work has been satisfactorily done. [August 17, 1885.]

79d. They shall have the direction and assistance of the Superintendent of Buildings in all matters relating to their duties.

ON COURSE OF STUDY, TEXT-BOOKS, EXAMINATIONS AND REQUESTS.

80a. Five members, to whom all motions or proposals for change in the studies, text-books or exercises in any department, except as otherwise provided by the rules, shall be referred for consideration and report before any final action by the Board.

80b. They shall prepare a carefully graded course of study, and submit the same to the Board prior to the first regular meeting in August of each year for adoption; and they shall constantly observe the modes of instruction in all the schools, the measure of studies required, and the merits of the books and exercises in use, and report any defect or abuse, and recommend any change in such matters which they deem important, guarding specially against any excess in the tasks imposed, or any abuse in memorizing lessons. [August 17, 1885.]

80c. They shall have general supervision of examinations, and enforce them at such regular periods as they may deem proper. Once a year they shall cause a uniform examination for comparison to be made of all the schools, or such grade or grades in all as they may select, and report to the Board, with their views as to the state of the schools. They shall appoint the proper examiners and fix the average necessary for transfer at all examinations.

80d. They shall have charge of the division and distribution of tickets to the Young Men's Mercantile Library, under the bequest of T. C. Day, at such time or times as may be fixed by this committee, but such distribution to be made at least annually. They shall apportion three-fourths of the whole number of said tickets to meritorious pupils of the Intermediate Schools and Intermediate Departments of District Schools (the other fourth being allotted to the Union Board for similar scholars of the High Schools). These tickets shall always be given for good scholarship, taken in connection with good deportment. They shall report their action to the Board, and the Clerk shall transmit the names of such scholars to the Library Association, receive the tickets so issued and keep a record of the same.

80e. In all matters pertaining to this committee, they shall have the advice and aid of the Superintendent of Schools.

ON DISCIPLINE.

81a. Five members, to act on all appeals and matters of discipline, as to teachers and pupils, which shall be referred to them.

81b. They shall diligently observe the morals and manners prevailing in the schools, and report to the Board whenever they may find any occasion for remedy or reproof, in order that the Board may, to the utmost, use its endeavors to preserve and promote the best tendency of the Common Schools in these matters.

ON FUNDS AND CLAIMS.

82a. Five members, to have general supervision of the school funds and accounts, and to keep the Board at all times accurately informed of the condition thereof, so as to guard against any contracts or expenditures which may exceed the revenue of the year.

82b. They shall estimate and report to the Board annually, at least four weeks before the time prescribed for the certificate by this Board to the County Auditor, what tax is necessary for school purposes, stating in detail their estimate for every purpose.

82c. They shall see that all school moneys, credits or securities due or belonging to the Board are faithfully collected, kept and accounted for, and that the books and accounts of the Board are properly kept.

82d. They shall examine all bills and claims, except salaries, and report their allowance or disallowance in writing, signed by them at every meeting of the Board appointed for passing bills.

82e. No claim nor bill shall be allowed by them, unless verified strictly according to the rules, and the authority for the same indorsed upon it

ON FURNITURE AND SUPPLIES.

83a. Five members, to contract for and supply the schools with such articles of furniture as the Board shall authorize, and to estimate and report the supply necessary for new schools. They shall provide a repository for rejected furniture, and may sell such furniture, accounting to the Board, after each sale, for the proceeds.

83b. Whenever any Local Trustee may make a request to the Board for furniture, or for repairing furniture, the same shall not be allowed until reported upon by the committee.

83c. They shall report a list of articles necessary and proper as supplies for the schools, and a fair tariff or scale for the distribution thereof.

83d. They shall conduct all contracts for supplies, and see that such tariff as the Board may adopt is strictly observed and enforced, said supplies to be given out according to Regulation 37.

83a. The Principal of every school shall return to the Clerk, for the use of the committee, upon blanks provided by the Board, at the meeting of the Board next preceding the Christmas holidays, and also at the meeting next preceding the close of the schools each year, an inventory of all the furniture of his school—specifying the condition of all the articles in each room separately, and accounting for all damages; and the said blanks, after inspection by the committee, shall be filed in the Clerk's office.

83f. At the close of the schools every year they shall require of the Principal of every school an inventory of the supplies remaining on hand, and report to the Board a statement of the consumption of supplies in each school during the year, and a comparison of each with the previous year.

ON GERMAN DEPARTMENT.

84. Five members, who, as to such department, shall have supervision of examinations, and, as to their books and studies, shall act jointly with the Committee on Course of Study, Text-Books, Examinations and Requests.

ON HEATING FIXTURES AND FUEL.

85a. Five members, to provide the schools with such warming and ventilating apparatus as may be authorized by the Board. They shall report to the Board such information as they may have upon the best modes of warming and ventilating school-houses.

85b. They shall inspect the stoves and furnaces of all the schools annually, in June, and report any wants or defects.

85c. They shall estimate and report to the Board in due season every year what provision of fuel will be needful for all the schools, and manage the purchase and distribution of the supply ordered by the Board.

85d. They shall require the Superintendent of Buildings, in connection with the Clerk, once a year, at such times as they may direct, to report the amount of fuel consumed in each house, a comparison of each with the previous year, and the amount on hand.

85e. It shall be the duty of the committee to advertise, during the month of March each year, or earlier if they deem it advisable, without further authority from this Board, for a year's supply of coal for all the Public Schools, and to report on the first meeting in April the bids received and the amount of fuel required, which report shall be made the special order of the Board at the first meeting in April, at 8:30 o'clock, and at the same hour of each subsequent meeting of the Board until a contract is made for the purchase of a year's supply of coal.

85f. This committee may require the aid of the Superintendent of Buildings in the performance of their duties.

ON LAW.

86. Three members, to whom shall be referred all contracts and matters requiring legal advice.

ON LOTS.

87a. Three members, to purchase and sell school lots as authorized by the Board.

87b. They shall have care of any real estate not in use by the schools.

ON NIGHT SCHOOLS.

88a. Five members, who shall have charge of the Night Schools and Night High Schools, and whose duty it shall be to select houses in which to hold such night schools, and to have them properly furnished and lighted for such use.

88b. They shall nominate teachers, and prescribe the course of study and text-books for the same, and generally have such supervision and authority as will enable them to make night schools most successful, reporting their action for approval to the Board on the first Monday of each month.

88c. At the close of the session they shall make a full report to the Board of the condition and progress of said schools.

88d. They shall make full announcement of the location and conditions of admission to the Night Schools, prior to their opening in November and January of each year.

ON PRINTING.

89. Three members, to report upon and conduct all contracts, accounts or matters relative to printing authorized by the Board.

ON RULES AND REGULATIONS.

90a. Three members, to whom all additions to, or amendments of, the rules of the Board or regulations of the schools shall be referred before adoption, unless otherwise referred by the Board.

90b. They shall report whether the same are in proper form, and what rules and regulations such legislation may come in conflict with, and what changes may be necessary to preserve the uniformity of the whole.

90c. They shall also report such rules and regulations as may, in their judgment, be dispensed with.

90d. As soon as practicable after the commencement of the school year, they, with the assistance of the Clerk and Superintendent, shall issue the Annual Report.

90e. In so doing, they shall be empowered to renumber the rules and regulations; to determine what matter shall be admitted into such report, classify the same, and decide upon the style and arrangement thereof.

90f. They shall also recommend the number of copies of such report to be published.

ON SALARIES AND REPORTS.

91a. Five members, whose duty it shall be to enforce the strict observance of all rules and requirements as to salaries of officers, teachers, janitors and others employed by the Board.

91b. For this purpose they shall revise the lists every three months at least, and report every error and deviation that may have occurred.

91c. All nominations of teachers shall be referred to them for report, both as to the amount of salary and the date of commencement of service, before any action by the Board thereon, but shall not be considered or approved by them unless presented and made in conformity with the standing rules regulating nominations, appointments and salaries.

91d. They shall examine the reports of Principals to the Board, and audit all claims of employes for salaries, and report in an abstract form, in writing, the deficiencies in any of the Principals' reports, and also their allowance or disallowance of any salary claimed, which report shall be made to every meeting of the Board appointed for payment of salaries.

91e. It shall particularly be their duty to establish a uniform and just practice in granting excuses for absence or tardiness, under Nos. 38 and 39 of the Regulations of the Board.

ON SPECIAL STUDIES.

92a. Five members, to have supervision of Drawing, Music and Penmanship, and of studies, text-books and examinations in those branches.

92b. They shall nominate teachers of these special studies annually, at the time appointed for nominating assistant teachers, and in cases of vacancy.

92c. They shall see that the Superintendents of Special Branches give proper instruction to their assistants, as well as to the teachers of all the grades of our schools.

92d. They shall be empowered to establish such minor regulations as may be necessary for the management of these departments.

REGULATIONS OF THE SCHOOLS.

(The date at the end of each Regulation shows the time of its adoption.)

SUPERINTENDENT.

The Superintendent of the Common Schools of Cincinnati shall be governed by the following rules:

1. He shall visit and examine each and all the schools personally, as often as practicable, and give attention to their organization, the relations of the several departments in each to the others, and the relative labors and duties of the teachers thereof, and shall, with the approbation of the Local Trustees, direct the teachers to make such changes, not inconsistent with the Regulations of the Schools, as shall seem best calculated to give greater efficiency to the schools. He shall carefully note the modes of government and instruction pursued by each of the teachers, and the qualities and adaptation of each teacher for the place assigned by the Local Trustees; and he shall keep a faithful record of his examinations, which shall at all times be open for the private inspection of the members of this Board; and whenever he doubts the qualifications, efficiency or fitness of a teacher, he shall report the same distinctly to the Local Trustees of such school. [July 24, 1854.]

2. He shall also inspect the school ground and buildings, and the furniture and apparatus of the schools, and report to this Board whenever their condition or arrangements is not adapted to the best classification of the schools, or is not convenient or attractive; also, whenever the provisions for warming, ventilating or lighting the school-houses are unfavorable to the health and physical development of the pupils. [July 24, 1854.]

3. He shall ascertain, from time to time, whether the school districts be so divided as to afford equal and uniform advantages to all parts of the city, and report to the Board such changes in the boundaries as may seem likely in any way to improve their classification, promote their convenience or lessen the expenses of the schools without prejudice to their objects. [July 24, 1854.]

4. He shall devise and report to the Board a system of blanks for registers and reports, have charge of their distribution to teachers and return by them, and prescribe to teachers rules for keeping the same. These blanks shall be specially adapted to show the scholarship and actual attendance of each pupil in the schools, the number of those who are constant and uniform in attendance, and of those who are not, together with the degree of irregularity. He shall also ascertain and report, as nearly as may be, the number of children in the city attending schools other than

common schools, and of those who are not attending any school—discovering, as far as practicable, the reasons and remedies. He shall also investigate the causes of truancy and irregularity on the part of the pupils, and suggest such checks and remedies as he may deem feasible and proper; and, in investigating such matters, he may require the aid and services of all the teachers. [July 24, 1854.]

5. He shall see that the Regulations of the Schools are uniformly and faithfully observed and executed in all departments of the schools; that registers are kept and reports made by the teachers with neatness, care and uniformity. He shall direct teachers as to the best modes of instruction and government, giving special attention and assistance to those of the primary classes and those who have had little experience in the profession; in fine, he shall, in every way practicable, advise, aid and stimulate teachers in the performance of their office and duties, and to these ends he shall have power to require the attendance of any and all teachers at such convenient times and places, out of school hours, as may be designated by the Board. [September 11, 1854.]

6. He shall attend and advise, when requested, with any standing or special committee of the Board, in respect to matters committed to them, and shall consult with all those who, directly or indirectly, have the expenditure of the school funds, in order that just and uniform provisions be made for all the common schools, and that the wisest economy be exercised in their outlay. [September 11, 1854.]

7. He shall keep himself and the Board constantly informed of the school systems of other countries, states and cities; their organization, modes of government, the best methods of moral and intellectual education adopted in them, and the general workings of their systems; and for this purpose he shall effect the best arrangement possible for a regular and permanent exchange of reports between this and other school boards. [September 11, 1854.]

8. At the first regular meeting of the Board in September, every year, he shall present a report, giving as particular a view as may be of the progress and condition of each and all the schools, and suggesting such measures as, in his judgment, may be deemed material to their improvement. [February 2, 1874.]

9. It shall be the duty of the Superintendent of Schools to keep a record of all meritorious applicants for positions as teachers in our schools. [October 28, 1867.]

10. He shall report to this Board, from time to time, upon such matters pertaining to his office as may be directed by the Board, and shall perform such other duties as may be prescribed by the Board. [September 11, 1854.]

11. It shall be his duty to see that all teachers are fully employed; and whenever he may ascertain that the time of any teacher is not fully occupied, he may make such transfers of teachers and consolidate classes of

pupils as, in his judgment, may be deemed necessary; provided, that all such transfers and all such consolidations shall be reported to the Board at the next meeting. [February 5, 1872.]

12. He shall have authority to assemble any or all the teachers four times per month, for the purpose of having them instructed in any branch of study now taught in the schools. Two of such meetings may be held during school hours—and for this purpose the Superintendent may dismiss any school or schools, or grade of schools, not exceeding two hours at any one time. The other meetings shall be held on Saturday. [February 5, 1872.]

13. It shall be the duty of the Superintendent to report to the Board all cases of absence from, or tardiness in attendance upon, the exercises of the Teachers' Meetings or Normal Institute.

SUPERINTENDENT OF BUILDINGS.

14. There shall be employed a Superintendent of Buildings, whose duty it shall be to superintend the erection of new school-houses, or the repairs of old ones; to look to the preservation and fitness of the school buildings and grounds (including those of the High Schools), and perform such other duties as may be required of him by the Committee on Buildings or by the Board. [September 25, 1871.]

15. Under the direction of the Committee on Furniture, he shall have the care of the furniture of the schools, and shall see that all furniture supplied to the schools is strictly according to the contract under which it is supplied. [September 25, 1871.]

PRINCIPALS.

16. The male Principal, as the *Local Superintendent*, is responsible for the observance and enforcement of the Regulations of the Schools, and the Rules of the Board, so far as applicable to his duties, and is accordingly vested with authority to carry them into effect. [November 7, 1853.]

17. He is to classify the pupils in the different grades above the Primary Department according to their advancement in the various branches pursued by them. He shall announce to the other departments by the ringing of a bell the hour for opening and closing school, for the recitation of the classes, and for recess. He shall see to the safe-keeping and protection of the houses, furniture, apparatus, fences, trees and shrubbery, and maintain the strictest cleanliness in the school and out-houses. He shall require the pupils not to appear in or about the yard earlier than forty-five minutes before opening of the school, and prevent them from annoying, by noise or otherwise, the neighborhood of the school. He shall take measures to insure order on the part of pupils in going to and returning from school. He shall also attend to the sale of copy and drawing-books, the same to be sold to pupils at the price contracted for by the Board. [March 17, 1879.]

18. The Principals shall make an annual report, and each teacher shall keep a daily register of the name, age, attendance, suspension and with-

drawal of all the pupils in the respective schools, according to the forms prescribed by the Board. The Principal shall also keep a daily register in some room most convenient to the majority of the teachers of the school, in which teachers shall report their presence in the morning and afternoon, and an abstract of such register shall be deposited with the Clerk at the end of the year. [November 9, 1885.]

19. The Principals of the Intermediate and District Schools shall devote at least one hour per day for every two hundred pupils in average daily attendance upon their schools in attending to the general affairs thereof, and in supervising and directing the labors of their assistants. They shall see that all the records of the schools are neatly, regularly and accurately kept by the several teachers; shall keep the pupils equally distributed and properly classified in the several departments; shall see that they are constantly and profitably employed during school hours, and that parents are daily notified of the absence of their children in all cases where the cause of absence is unknown or is not satisfactory to the Principal. They shall, as often as once in each month, satisfy themselves, by examination, of the progress and thoroughness of each class in all the departments of their respective schools; and, at the end of each month, report to the Superintendent and Local Trustees if there be any just cause to doubt the qualifications of any teacher. They shall co-operate with the Superintendent in advising and directing teachers as to the best modes of instruction and government, and in all other matters. [February 25, 1856.]

20. To enable the Principals of schools to perform the duties prescribed as above, they shall be relieved of the special charge of pupils in study hours in district and mixed schools in which the average attendance of pupils is 450 or more, and shall have recitation rooms assigned to them, in which they may hear the recitations of their classes. In district and mixed schools in which the attendance is less than 450 the Principal shall, in addition to his duties as Principal, spend three hours daily in teaching. [August 20, 1877.]

21. To secure uniformity of time, the Principals shall cause the clocks of their respective schools to be regulated by the tapping of the fire-bells at 12 o'clock m. [July 1, 1867.]

22. The hours of study and recitation shall be arranged in tabular form by the Principal of each school, according to blank forms to be prescribed by the Superintendent, with whom, within three weeks after the first Monday in September in each school year, each Principal shall deposit a correct and neat copy of said study and recitation sheet. [August 10, 1857.]

23. The Principal of each school shall be responsible for the cleanliness and care of the school-rooms and grounds; and for this purpose shall have power to employ a suitable janitor, acceptable to the Local Trustees, at a salary to be fixed by the Board, who shall be entirely subject to his directions, except during the vacation of the schools, when he shall be under the control of the Superintendent of Buildings. [June 5, 1865.]

24. During the progress of the examinations by printed questions, the Principals of the several District and Intermediate Schools may, at their discretion, dismiss the pupils upon the completion of their work, as prescribed for the day. [February 5, 1872.]

25. All Principals shall promulgate to the teachers of their respective schools such rules of general application as they may receive from the Board; shall transmit to the Clerk, on such day as the Committee on Salaries may designate preceding the days specified in the schedule of the Clerk for payment of teachers' salaries, a report of the number of days' service of each teacher in their respective schools, as well as all other reports required, according to the blank forms furnished them, with such additional information as the Board may from time to time require, or as they may think important to communicate; and any failure, except from sickness, to file with the Clerk the aforesaid report, according to the full requirements of the forms prescribed, will debar them from the reception of their salary until the same is rendered to the satisfaction of the Board. The Principals of the District Schools are required to state in their reports whether the time-tables have been strictly observed in their respective schools. [November 9, 1885.]

26. The Principals of the Intermediate Schools shall be required to keep a record of daily recitations of classes designated for transfer to the High Schools, and to make from this record an average of each pupil's standing in each branch of study; also, a general average on all the branches; and to certify the same, together with the standing of the pupils as to deportment, in the application for admission to the High Schools at the close of the year. [June 13, 1859.]

27. Principals shall, on such days as may be designated by the Committee on Furniture and Supplies, file estimates of the supplies needed in their respective schools during the ensuing month, which shall be furnished said school when approved by the Committee on Supplies and the Board. [November 9, 1885.]

27a. The defacement of furniture and buildings is positively forbidden, and for the strict enforcement of this rule each and every teacher shall be responsible to the Principal for the condition of the furniture in their respective rooms; and for the buildings in general, the Principals shall be responsible, and shall be empowered to dismiss pupils for such offenses, and pupils so dismissed shall not be permitted to re-enter school till their parents or guardians shall have paid into the school treasury the amount of such damage. [November 9, 1885.]

28. Principals of District Schools shall have authority to detain teachers of G and H Grades one hour and one-half per day, not exceeding twice per week, except during examinations, when they may be detained the same time as the teachers of other grades. [February 2, 1874.]

29. Principals shall, upon an order from the Clerk, draw from the City Treasurer the monthly salary of their assistant teachers and janitors, and

pay them, taking receipts for the same upon blanks provided by the Board for that purpose, which receipts they shall at once file with the Clerk as vouchers. [February 2, 1874.]

TRANSFER OF PUPILS—DUTIES OF PRINCIPALS.

30. As soon as the Principal of a school begins to suspect that it will be necessary to reduce a pupil from a higher to a lower grade, he shall give notice of the probable necessity of such a course to the parents of the pupil at least one month before he shall take final action in the case, and shall at the same time send a like notice to the Superintendent of Schools, whose duty it shall be to keep the said notice on file, and, if possible, inquire into the case, and suggest such remedy as to him may seem best. If, at the end of the time above prescribed, it shall be found detrimental to the child's own interest, and to the progress of the class, to retain him or her longer in the grade, the reduction may be made, with the consent of the Superintendent. Provided, however, that no pupil shall be reduced to a lower grade who has been in the grade for a period of four months; and provided further, that such reduction shall be limited to Grades A, B and C. The Principal of each school shall, in his annual report to the Superintendent, state the number of children reduced from each grade during the year for which the report is made. [February 19, 1866.]

31. The Principals shall, in their annual reports to the Superintendent, state: *First*, The number in each grade who were advanced according to the course of study in one year or less from the time of their admission to the grade. *Second*, The number of each grade who failed to be advanced with their grade at the annual or other examinations for transfer. *Third*, In a separate exhibit, the number of those who have failed to be advanced after being members of a grade two years, three years, etc.—of all of which items the Superintendent shall be required to give an abstract in his annual report to the Board. [February 19, 1866.]

32. The Principals of the Intermediate Schools shall, each year, hold two examinations for admission to said schools: *First*, the annual examination at the close of the year, now required by the Rules; and, *second*, a semi-annual examination, to be held on the first Monday in February, of all pupils who may have failed at the annual examination, and such other pupils as the Principals of the District Schools may recommend for transfer. [February 19, 1866.]

FIRST GERMAN ASSISTANT.

33. The first assistant teacher of German, under the control and direction in all respects of the Principal of the district, shall superintend the German department of said district; and his classes shall be so arranged as to allow him thirty minutes each day for the purpose of such superintendence; and all inefficiency in instruction, by any of the teachers of German, he shall at once report to the Principal of the school. [June 9, 1862.]

34. In all districts where a second, and not a first, German assistant is employed, the same duties as are required of the first assistant by the foregoing rule shall be performed by said second assistant. [June 9, 1862.]

TEACHERS IN GENERAL.

The following teachers may be employed in the Intermediate and District Schools:

35. In Intermediate Schools: One Principal, one first and one second English assistant; and, in schools where German is taught, one first and, if required, one second German assistant. In District Schools: One Principal and one first German assistant. [November 1, 1875.]

36. In Intermediate Schools, in addition to the teachers provided for by Rule 35, one assistant for every fifty pupils in average daily attendance, first setting apart an average daily attendance of fifty pupils for each English assistant teacher provided for in Rule 35. To guard against the overcrowding of the lower grades in the District Schools, for the purposes of appointment and distribution of teachers, District Schools shall be separated into two parts, to be denominated First and Second Divisions—the First Division to consist of Grades D and E, and the Second Division of Grades F, G and H. In addition to the teachers provided for in Rule 35, there shall be in the First Division one assistant for every forty-five pupils in average daily attendance, and in the Second Division one assistant for every fifty pupils in average daily attendance. No teacher shall be required to teach pupils of more than two grades, and no teacher whose division had the required average for the month of October shall be dropped or transferred during the year in consequence of any decrease in the attendance of pupils, except with the consent of the Local Trustees. [August 22, 1881.]

37. No Principal shall be appointed unless he holds a male High School certificate or a male Principal's certificate; and no male assistant unless he holds a male High School certificate, a male Principal's certificate or a male assistant's certificate; and no female assistant shall be appointed unless she holds a female High School certificate or a female assistant's certificate, from the Board of Examiners. Provided, that any person holding a special certificate for music, drawing, penmanship or any foreign language, or any person holding a certificate from the State Board of Examiners, may be appointed to teach any branch or branches covered by said certificate. Provided, further, that any person holding a Night School certificate may be appointed to teach in the Night Schools, and all teachers appointed shall hold their stations and salaries during the pleasure of the Board. [November 2, 1874.]

38. Every teacher is required to be present in his or her room, and have such presence duly reported, fifteen minutes before the opening of the school in the morning, and five minutes before the opening of the school in the afternoon; and any teacher chargeable with tardiness shall

suffer a deduction of salary equal to one-fourth of a day's pay for each failure, unless the Board shall otherwise order; and each teacher shall record his or her presence in the daily register for such purpose every morning and afternoon, and, when tardy, write the number of minutes tardy after the letter "t," adjacent to the report of presence. [July 1, 1867.]

39. No teacher shall be allowed to be absent from school, except from personal sickness, without furnishing a substitute satisfactory to the Local Trustees; nor shall any teacher be absent for a period longer than three days without permission from the Board; and any female teacher shall forfeit her position by marrying during the term of her appointment. In cases of absence, pay shall not be allowed for the time absent, unless the Board, by special action, shall otherwise order. [December 27, 1880.]

40. No teacher shall be permitted to introduce text-books of a higher grade into his or her class. [August 25, 1862.]

41. It shall be the duty of all teachers to make themselves acquainted with the rules prescribed by the Board, and to observe and enforce the same, so far as they relate to their several departments; to preserve perfect order in their respective rooms, watch over the morals of their pupils, and restrain all improper speech and conduct; to report all cases of gross misconduct and immorality to the Principal for his counsel and direction; to endeavor to gain, by courteous deportment, the influence and co-operation of *parents* in sustaining the teacher's authority and government over their children; and, so far as practicable, to govern their pupils by the moral influence of kindness and by appeals to the nobler principles of their nature. [November 7, 1853.]

42. The habits, character and deportment of each child shall be studiously cultivated and improved throughout the course by every teacher. [August 17, 1855.]

43. Cleanliness of person and dress, neatness, obedience and order are to be carefully encouraged and required. This must begin with Grade H of the District Schools, and will be regarded as necessary throughout every grade for a successful administration. [August 10, 1857.]

44. The visits of teachers to other schools, under direction of the Board, shall be regulated and directed by the Superintendent, and all such visits shall be reported to this Board at each and every regular bill night. [May 4, 1857.]

45. No teacher shall have the right to resign during the term for which he or she has been appointed, without at least two weeks' notice and the consent of the Board; and any resignation offered for the purpose of enabling a teacher to procure an appointment in any other of the Common Schools of Cincinnati shall state such purpose in the same. [October 29, 1866.]

46. Teachers of the several District Schools are instructed to refuse admission to their respective schools of all colored children applying to attend the same. [July 3, 1855.]

47. The sale of books and stationery (copy and drawing-books excepted), by the teachers of Public Schools shall not be allowed; neither shall teachers be allowed to send their pupils on errands during school hours, [September 28, 1874.]

48. No subscription or contribution shall be called for or permitted by the teachers in the District and Intermediate Schools from the pupils thereof, for any purpose whatever, unless authorized by the Board. [February 11, 1861.]

49. No Principal or teacher in the Common Schools shall be permitted to keep or give instruction in any private school, or to any private pupils, or pursue any other business or vocation, until after 6 o'clock p. m., except on holidays and during vacation, and any violation of this rule shall be held a forfeiture of the place of the Principal or teacher so offending, and vacancies so created shall be filled at the next regular meeting of the Board. [June 11, 1883.]

NORMAL SCHOOL AND TEACHERS' INSTITUTE.

50. The Normal School shall be located in such District School-house as the Board may from time to time designate; and the Principal of such District School shall be responsible for the order and discipline of the pupils in the halls, stairways and yards, and in all such rooms as are not connected with the Normal Department. The Principal of the Normal School shall have sole charge of all that relates to methods of instruction, modes of government and classification of the pupils in the same. Such Principal shall see that the proper registers are kept in such Normal School, and report to the Board the attendance of the instructors and pupil-teachers in such school; and shall report to the Committee on Normal School and Teachers' Institute annually, and at such other times as that committee may deem necessary. [February 3, 1868.]

51. Such Normal School shall be in the charge of the Committee on Normal School and Teachers' Institute, in connection with the Superintendent of Schools. The course of study and text-books shall be designated by such committee, and the hours of tuition and study shall be followed so far as the same may be by them deemed practicable. But in the classes under charge of pupil-teachers, the text-books shall be adhered to, while the course of study and time-table may be varied at the discretion of the committee. [February 3, 1868.]

52. The course of instruction in such Normal School shall continue during one school year—a part of the time being devoted to the theory of teaching, and a part to its practice; and such instruction shall be under the supervision of the Principal and assistant critic teachers of the same. The committee having such school in charge is authorized to issue certificates of graduation to any person who may have shown commendable proficiency in such school, and have passed a satisfactory examination before an examining committee consisting of three persons, one of whom shall be the Superintendent of Schools, and two other persons who shall be selected

annually by the Committee on Normal School and Teachers' Institute. [October 4, 1880.]

53. Any person over seventeen years of age who may be a resident of Cincinnati, and who shall have passed an examination satisfactory to the Committee on Normal Schools and Teachers' Institute, shall be allowed to attend such Normal School free of charge. Any person not a resident of Cincinnati, of like age and same qualifications, may attend such school upon paying in advance, quarterly, an annual tuition of \$60. [June 19, 1876.]

54. The rules relating to attendance and absenteeism of pupils shall apply to pupil-teachers. [February 2, 1868.]

55. Any graduate of such Normal School shall have the preference for position as teacher in our schools, other things being equal. [June 12, 1876.]

56. One week prior to the annual opening of the schools each year, all the teachers of the Common Schools shall be required to attend a Teachers' Institute, to be organized and conducted under the direction of the Committee on Normal School and Teachers' Institute, in conjunction with the Superintendent of Schools. Such Institute shall be open to all persons who may desire to become teachers in the Common Schools of Cincinnati. The sessions of said Institute shall be held not less than two hours, both forenoon and afternoon, on each day of said week. [August 22, 1881.]

57. It shall be the duty of the Superintendent to report to the Board all cases of absence from, or tardiness in attendance upon, the exercises of said Teachers' Institute. And a deduction from the first installment of salary shall be made for such tardiness or absence, as provided for in Regulations 38 and 39 for tardiness or absence from school. [July 16, 1883.]

SALARIES.

58. The salaries of teachers shall be regulated by the number of years' experience of such teachers in the same or equivalent positions in regularly graded schools of good standing, counting the first year at the lowest salary named, and adding the annual increase for each year's experience. Provided, that no experience of less than half a year shall be counted; and provided, that all teachers to be hereafter appointed shall begin with the lowest rate of salary, unless the Board, on the recommendation of the Committee on Salaries, shall make special exception in the case of an experienced teacher, whether such experience has been in graded schools or otherwise. [October 25, 1866.]

59. The salary of every substitute shall be determined by the number of years of actual experience of such substitute in teaching. Provided, that no substitute shall receive a higher salary than the teacher in whose place such services shall be rendered. [March 30, 1868.]

60. Salaries shall commence only from the date as fixed in accordance with the requirements of Rule 91. [October 30, 1882.]

61. The salaries of teachers shall be paid in ten installments during the school session, according to the schedule to be arranged by the Clerk at the beginning of each school year. Each payment shall be one-tenth of the annual salary, and, in cases of absence, the daily salary of each teacher shall be found by dividing the annual salary by 200. [October 30, 1882.]

62. The salaries of officers and janitors during the school session shall be paid on the regular bill days, and during the summer vacation in two payments, which shall be made at such times as may be previously designated by the Clerk; and each payment shall be in full for the service rendered from the previous bill day to the one on which such settlement shall be made, and the per diem salary of each officer or janitor shall be determined by dividing the full yearly salary by the whole number of working days in such year. [February 25, 1867.]

SALARIES—INTERMEDIATE SCHOOLS.

The salaries of teachers shall be as follows:

63. Principals shall be appointed at \$1,800 per annum, which sum shall be increased \$100 annually until the salary shall amount to \$2,100. [October 29, 1866.]

64. First English and first German assistants shall be appointed at \$1,200 per annum, which sum may be increased \$100 annually until the annual salary shall amount to \$1,500. Second assistants shall be appointed at a salary of \$1,000 per annum, which sum may be increased \$100 annually until the annual salary shall amount to \$1,300. [September 5, 1870.]

65. Female assistants shall be appointed at \$600 per annum, which sum may be increased \$50 annually, upon recommendation of the Local Trustees, until the annual salary shall amount to \$800; or male teachers may be appointed in the positions of female teachers at \$700 per annum, which sum may be increased \$100 annually until the annual salary shall amount to \$900. [November 26, 1866.]

66. No teacher transferred from a District to an Intermediate School shall suffer a reduction of salary. [October 14, 1867.]

SALARIES—DISTRICT SCHOOLS.

Salaries therein shall be as follows:

67. Principals shall be appointed at \$1,600 per annum, which sum shall be increased \$100 annually until the annual salary shall amount to \$1,900. [June 7, 1866.]

68. First German assistants shall be appointed at \$1,000 per annum, which sum shall be increased \$100 annually until the annual salary shall amount to \$1,300. [July 31, 1871.]

69. Female assistants shall be appointed at \$400 per annum, which sum may be increased \$50 annually, upon recommendation of the Local Trustees, until the annual salary shall amount to \$700; or male teachers

may be appointed in the position of female teachers at \$500 per annum, with an annual increase of \$100 until the annual salary amounts to \$700. [June 26, 1876.]

SALARIES—MIXED SCHOOLS.

Salaries in District Schools containing Intermediate Departments shall be as follows:

70. Principals shall be appointed at \$1,600 per annum, which sum shall be increased \$100 annually until the annual salary shall amount to \$1,900. [December 16, 1872.]

71. One English male assistant may be appointed at \$1,000 per annum, which sum may be increased \$100 annually until the annual salary shall amount to \$1,300. One German male assistant may also be appointed at the same salary and on the same conditions of increase. [December 16, 1872.]

72. Female assistants in the District Department shall be appointed at \$400 per annum, which sum may, on the recommendation of the Local Trustees, be increased \$50 annually until it shall amount to \$700 per annum. Male teachers may be appointed in this department to the position of female teachers at the same salary as in the District Schools. Female teachers who teach exclusively in the Intermediate Department shall receive the same salaries as female teachers in the Intermediate Schools. [December 16, 1872.]

SALARIES—MUSIC.

73. There shall be one Superintendent of Music at a salary of \$2,100 per annum (including High Schools), and seven Assistant Teachers of Music at a salary of \$1,600 per annum each, and one Assistant for Colored Schools, at a salary of \$1,000. [August 17, 1885.]

SALARIES—PENMANSHIP.

74. There shall be one Superintendent of Penmanship at a salary of \$1,900 per annum (including High Schools), one First Assistant Teacher of Penmanship at a salary of \$1,200 per annum, and one Assistant Teacher of Penmanship at a salary of \$1,200. [August 9, 1880.]

SALARIES—DRAWING.

75. There shall be one Superintendent of Drawing at a salary of \$1,900 per annum, one First Assistant at a salary of \$1,200 per annum; also, three Assistant Teachers of Drawing at a salary of \$700 per annum each, which salary may be increased \$50 per annum until it shall amount to \$800 each. [August 9, 1880.]

SALARIES—NORMAL SCHOOL.

76. There shall be one Principal of the Normal School at a salary not to exceed \$2,200 per annum, and such a number of Critic Teachers as may be designated by the Board from year to year at a salary not to exceed

\$1,000 each per annum. Provided, that this shall not prevent the Board from employing competent male assistants at an increased salary. [October 4, 1880.]

SALARIES—OFFICERS.

77. Superintendent of Schools (High Schools included), per annum, \$3,500; Superintendent of Buildings (High Schools included), \$2,500; Clerk, \$2,500; Assistant Clerk, \$1,500; Sergeant-at-Arms, not to exceed \$2 for each meeting of the Board. [November 23, 1885.]

SALARIES—JANITOR.

78. According to the scale adopted from time to time. [February 2, 1874.]

NIGHT SCHOOLS.

79. A teacher shall be appointed in Night Schools for an average attendance of thirty pupils, and an additional one for each additional thirty pupils, as shown by the semi-monthly report. Whenever the nightly average shall be less than thirty pupils per teacher, the surplus teacher or teachers shall be dismissed by the Superintendent of Schools. [December 27, 1880.]

ADMISSION OF PUPILS TO SCHOOLS.

80. None but the children, wards and apprentices of actual residents of Cincinnati, of freeholders whose homesteads are in part in Cincinnati, shall, under any circumstances, be admitted *free* to the Common Schools of the city; and, in the case of wards and apprentices, record evidence of their right to admission shall be furnished whenever required. Children, wards and apprentices of non-residents may be admitted by the Trustees of any district on payment, in advance, to the Clerk of the Board of the following tuition fees, viz.: [March 15, 1875.]

81. For admittance to Intermediate Department, at the rate of forty dollars per annum; District Department, twenty-four dollars per annum; Deaf-Mute School, fifty dollars per annum; Gaines and Western School, eighty dollars per annum—payable in each case quarterly, semi-annually or yearly. [August 6, 1883.]

82. No pupil shall be permitted to attend the Night Schools unless he or she shall have attained the age of fourteen years. Scholars of the day schools shall not be allowed to attend the Night Schools; nor shall any pupil be admitted to the Night Schools unless he or she shall possess the qualifications required for admission into the Intermediate Schools. [September 27, 1869.]

83. Non-residents of the city may attend the Night Schools upon the payment of two dollars per month, in advance. [September 27, 1869.]

84. Admission of non-residents shall never be permitted to the prejudice or inconvenience of any of the schools. [August 11, 1856.]

85. No child under six years of age shall be admitted into the Common Schools; and, in case of doubt in the mind of the Principal as to the child

applying for admission being of the requisite age, he may require the parent of such child to bring a certificate of admission, signed by a majority of the Local Trustees. [May 20, 1861.]

86. No pupil shall be admitted into Grade H of the District Schools except during the first two weeks of the school session and the first two weeks in February. Provided, that this rule shall not be construed to prevent the entrance into that grade, at any other time, of such pupils as may have been found qualified, on examination by the Principal, to enter any class already organized therein. [March 17, 1879.]

87. No pupil under censure in one district shall be admitted to the school of another until such censure is removed. [May 20, 1861.]

88. All such pupils as are, in whole or in part, of African blood are to attend the Colored Schools. [July 3, 1855.]

89. No pupil known to be affected with a contagious or infectious disease, or coming from a family where any such disease prevails, shall be received or continued in the Common Schools; and no pupils shall be admitted who do not exhibit to their teachers satisfactory evidence of having been vaccinated. [December 26, 1854.]

90. Children residing in districts where no German instruction is provided, whose parents desire them to acquire the German language, may be received into the nearest school in which German is taught by obtaining a written permit from the Trustees of the district in which they reside. [November 7, 1853.]

91. No pupils, other than those provided for in the rules for German Schools, shall be transferred from the district in which they reside to another without a written certificate of a majority of the Trustees of the two respective districts, presented to the Principal of the district in which they apply for admission. Such transfer shall continue until the end of the school year, if not sooner revoked by a majority of the Trustees of the two districts. [May 31, 1869.]

CONDUCT OF PUPILS.

92. No pupil shall be allowed to depart before the appointed hour for leaving school, except in case of sickness, or on the request of the parents or guardians, or for some pressing emergency of which the teacher shall be the judge. [November 7, 1853.]

93. No teacher or pupil shall be permitted to use tobacco, in any form, during school hours. [November 7, 1853.]

94. For violent and repeated opposition to the authority of any teacher of the school, the Principal shall exclude a pupil from the school, and immediately notify the parent or guardian and Local Trustees of the cause. Such pupil, by proper expression of regret to his or her teacher, and giving satisfactory evidence of amendment, may, by the consent of the Trustees, be reinstated in the school. [November 9, 1857.]

95. *In all cases where the conduct and habits of a pupil are found injurious to associates, it shall be the duty of the Principal, with the advice of the Local Trustees, to suspend such pupil from the school.* [November 7, 1853.]

96. No pupil shall be detained at the noon recess; and a pupil detained at any other recess shall be permitted to go out thereafter. [October 16, 1854.]

97. It shall be the duty of teachers to keep a record of punishments inflicted with the rod, which shall contain the number of pupils so punished, the cause of such punishment, and what means, if any, were used to avoid resorting to such punishment. They shall report the same to the Superintendent of Schools, who shall keep a record of such reports on file at his office. [April 8, 1878.]

ABSENTEE RULES—PUPILS.

98. At the close of school, every morning and afternoon, it shall be the duty of each teacher to notify the parent or guardian of every pupil, *without exception*, who was absent or tardy in attendance. The first and second notice may be by printed form, to be supplied by the Superintendent, and may be sent by a pupil, but the third shall be served by the teacher personally. Each notice shall be noted opposite the pupil's name in the register, by the letter "n" in the proper column of the day. [November 9, 1857.]

99. Upon the return of the pupil, after any absence, the parent or guardian shall give, in person or in writing, an excuse stating the cause. *If it shall have been the sickness of the pupil, or necessary attendance upon a sick member of the family, or death in the family of the pupil—in either of such cases the absence shall be excused*, and so noted by the letter "e" after the sign of notification made as above. [November 9, 1857.]

100. *In every case of absence of a pupil for more than three half days in four consecutive weeks, without satisfactory excuse to the teacher, for any other cause than those permitted above, the absentee shall, without exception or favor, be suspended from the school, and the facts immediately reported to the Trustees of the district or their chairman, and the pupil shall not be readmitted until the beginning of the next quarter, unless by a written order of the majority of said Trustees, filed with the Principal of the school.* [November 9, 1857.]

101. Pupils shall be excused for absence not exceeding one half day, or two quarter days, each week, for the purpose of taking lessons in such branches of education as the parents or guardians may desire, provided arrangement for the same be personally made by the parent or guardian with the Principal of the school. [December 28, 1857.]

EXAMINATION—PUPILS.

102. In the Common Schools the regular examination shall be conducted in such manner as the Committee on Examination may direct. [October 29, 1866.]

103. The general examination for transfer shall take place in the last month of the school year, but no pupil shall be advanced unless proficient in the studies of his or her grade, which shall be determined by the Principal of the school, according to the required standard as fixed from year to year. If at any time it may be necessary to transfer classes, it may be done as above, by giving previous written notice to the Superintendent. [April 5, 1869.]

104. In making out the percentage of the pupils of the various grades, each of the subjects belonging to the English Department shall be separately counted as one; Music and Drawing as one; and the German in the District and Intermediate Schools, in its aggregate, also as one. [April 5 1869.]

105. No pupil in the Public Schools shall be allowed to discontinue any study during the school year, except in cases of disability; such disability to be determined by the Principal and Local Trustees. [April 5, 1869.]

106. In Music there shall be four examinations in each school year, as follows: At the expiration of the first and third quarters, written examinations by the respective teachers of music, the questions prepared by the music teachers to be submitted to the Committee on Special Studies for their approval. At the expiration of the second and fourth quarters, oral and written examinations combined, under the immediate supervision of the Committee on Special Studies. [December 7, 1857.]

107. In Penmanship, semi-annual examinations shall be had in all the grades, the same as in other studies, by the Superintendent. [June 29, 1857.]

HOURS OF TUITION AND RECITATION.

108. The hours of tuition and study shall be as follows: From September 1 to July 1, from 9 A. M. to 12 M., and from 1:30 P. M. to 4 P. M., with fifteen minutes' recess, each morning and afternoon. The recess in the morning shall be between the hours of 10 A. M. and 11 A. M., and in the afternoon at 3 o'clock. Grades G and H shall be dismissed each afternoon one hour earlier than the time of closing school [April 13, 1885.]

109. For the better guarding of the health of the pupils of Grades F, G and H from injury from too long confinement in their school-rooms, there shall be allowed to the pupils of these grades, at the close of every recitation, the space of five minutes for calisthenic exercises in the room, during which time the room shall be well ventilated, and the recitation shall be shortened for this purpose. [November 7, 1853.]

TEXT-BOOKS.

110. The books used and the studies pursued in all the Common Schools shall be such, and such only, as are authorized by the Board, and no pupil will be suffered to continue in school unless furnished with the required books and stationery, except by permission of the Local Trustees. [November 7, 1853.]

111. Fifty copies of every book, atlas or other production, and six copies of every extended map, sought by any author, publisher or agent to be introduced into the Common Schools, must be donated to the Board before the same shall be referred to the Text-Book Committee; and all such presentations shall lie on the table one month, for examination, before the final action of the Board. [February 5, 1872.]

112. Whenever any new text-book is adopted by the Board, to the exclusion of another already in use, it shall be obligatory on the publisher, or his agent, to exchange the former for a period of two months without cost to those pupils who have been provided with the latter; and it shall be the duty of the Principals to see that this condition is fulfilled. [July 26, 1858.]

GERMAN DEPARTMENT.

113. Whenever 100 pupils in the Intermediate Schools signify their wish to receive instruction in the German language, a German Department shall be opened for the same. [October 25, 1866.]

114. In Grades C and D, all pupils whose parents or guardians desire them to study German shall attend the teacher of German for that department one hour each day, which time may be so divided as to suit the classification, for the purpose of reciting their lessons. [February 5, 1872.]

115. In Grades E, F, G and H, all pupils whose parents or guardians desire them to study German shall, without separating or distinguishing between those of German and American parentage, be placed alike under the tuition of a German, in conjunction with a teacher of English of the same grades, one-half day each—pupils or teachers changing rooms or positions as the Principal may direct. [June 9, 1862.]

116. All instructors of German in the District Schools shall give instruction in German only, except in translation, music and drawing. [February 5, 1872.]

PENMANSHIP.

117. Penmanship shall be taught in all the grades of the District and Intermediate Schools by each teacher in his or her own room, under the direction and supervision of the Superintendent of Penmanship, or, in his absence, by the assistant teachers in that branch; and not less than two set lessons per week shall be given in penmanship, in addition to the dictation lessons and the incidental instruction while reciting in other branches. [June 19, 1871.]

118. One dictation lesson of *fifteen minutes* shall be given each week in every District and Intermediate School by the teacher of penmanship, or by the teacher of each room, respectively. [November 16, 1857.]

119. The percentage in writing shall be determined by a system of marking, to be predicated, not only on the goodness of the form of the letters, but also on the general correctness as to the use of capital letters, the cleanliness of the books, proper division of words, punctuation and

general correctness of appearance; and said percentage shall be counted with the other studies as a means of advance to the higher grades, both in the District and Intermediate Schools. [July 2, 1869.]

NIGHT SCHOOLS.

120. There shall be established, from time to time, such number of Night Schools (District and High) as the Board may determine. [September 27, 1869.]

121. Such Night Schools as may be established shall be open for the purpose of instruction on the first Monday evening in November, in each year, and shall continue until the first day of March succeeding, having vacation during Christmas holidays. [September 27, 1869.]

HOLIDAYS AND VACATIONS.

122. The holidays shall be every Saturday, Christmas to New Year's inclusive, twenty-second day of February, thirtieth of May and all Thanksgiving and Fast days authorized by the State or General Government; and, whenever a holiday falls on Thursday, the schools shall not be open on the following Friday. [October 30, 1882.]

123. The annual vacation shall be from the last Friday in June to the first Monday in September, with the exception of one week devoted to the Teachers' Normal Institute. [February 3, 1868.]

124. No school shall be dismissed on any other day except by special permission of the Board. [November 7, 1853.]

125. Local Trustees shall have authority to dismiss their respective schools, or any portion of the same, upon the death of either a Trustee or teacher of said schools, for the purpose of attending the funeral ceremonies. [March 30, 1863.]

USE OF SCHOOL-HOUSES.

126. No building owned and occupied by the Common Schools shall be used, leased or rented for any other purpose whatever. [November 7, 1853.]

TIME OF OPENING SCHOOLS.

127. All school-houses shall be open for the reception of pupils at least one-half hour before the time fixed for the opening of the school; and it shall be the duty of the Principals to be present at their respective buildings, and give their personal attention to the conduct of the pupils thus admitted. [January 16, 1871.]

PUBLIC SHOWS.

128. Proprietors or agents of public exhibitions desiring the attendance of pupils from the Common Schools are prohibited from causing said exhibitions to be published in the schools without the consent of the Board. [January 3, 1854.]

129. No notice of exhibitions or other entertainments, or books or articles for sale, or of any matter not pertaining to the schools, shall be given in any school without permission of the Board. [August 25, 1862.]

VENTILATION.

130. Teachers are required, for the preservation of the health of themselves and pupils, to give particular attention to the ventilating and warming of their rooms, and always to ventilate, except in summer, by lowering the *upper sash* of the windows, and on no account to suffer the children to sit in draughts of cold air; and, as a general rule, to cause all the windows to be opened for the free admission of air at recess, and at no time to raise the temperature of the room higher than 65 degrees Fahrenheit. [November 7, 1853.]

CONCLUSION.

131. These shall be the only Regulations of the Schools, and shall remain in force until duly amended, repealed or suspended. [October 29, 1866.]

Resolution Adopted December 10, 1883.

That hereafter each pupil who shall successfully complete the course of study prescribed for the Intermediate Schools, attaining a general average of ninety per cent. in the studies of the A Grade, shall be termed an Honor Pupil, and shall receive a suitably engraved or printed certificate attesting the fact, signed by the Superintendent of Schools, and countersigned by the Principal of the school which such pupil attended, provided that in ascertaining such general average deportment shall be included, and the three studies, Penmanship, Composition and Drawing shall be counted as one.

RULES AND REGULATIONS

OF THE

UNION BOARD OF HIGH SCHOOLS.

1. The Secretary, or, in case of vacancy, the President, shall call the members together on the first Thursday after the first regular meeting of the Board of Education in May, of each year, at 4 P. M., at which meeting, or at some adjournment thereof, there shall be elected, by ballot, a President, Vice-President and Secretary, to serve for one year, until their successors are elected, a majority of all the members of the Board being necessary to a choice. [March 15, 1877.]

2. The President, or, in his absence, the Vice-President, shall preside at the meetings of the Board; call extra meetings when deemed necessary, or when requested, in writing, by three members. He shall appoint, immediately after the organization, the following committees, viz:

On Text-books, Course of Study, Libraries and Apparatus	5 members.
On Examination of Schools, Graduates and Medals.....	3 members.
On Printed Questions and Admissions.....	3 members.
On Discipline.....	3 members.
On Buildings and Repairs.....	3 members.
On Furniture.....	3 members.
On Salaries.....	3 members.
On Claims.....	3 members.
On Fuel and Supplies.....	3 members.
On Woodward School	President, <i>ex officio</i> , and 4 members.
On Hughes School.....	President, <i>ex officio</i> , and 4 members.

[October 19, 1868.]

3. The Secretary shall keep a complete record of the proceedings of the Board, and an index of the same; notify the members, in writing, of all regular, special and adjourned meetings of the Board and of committees; report to the Board, at the last regular meeting in April, the number of meetings of the Board that each member has attended during the year, and report on same date, to the Board of Education, the attendance of the delegates from that body, and perform such other duties as the Board may from time to time require. [May 12, 1881.]

4. The regular meetings of the Board shall be at 4 p. m. on Thursdays preceding the bill days of the Board of Education, and the order of business shall be as follows:

1. Roll-call.
2. Reading the minutes of the last meeting.
3. Reading communications addressed to the Board.
4. Reports of the Principals of the Schools.
5. Reports of Committees.
6. Unfinished business.
7. New and miscellaneous business. [May 15, 1874.]

5. A majority of the members of the Board shall constitute a quorum for business, but a minority may approve bills for salaries, which, when signed by seven members, shall be submitted by the Secretary to the Board of Education for confirmation. A minority may adjourn to a specified time. [October 19, 1868.]

6. Any change in the course of study or text-books shall require an affirmative vote of the majority of the whole Board. All action involving in any way the expenditure of money shall require the affirmative vote of a majority of the Board. [September 14, 1874.]

7. The school year shall commence on the first day of July, and close on the last day of June of each year. The first session of the schools shall commence on the first Monday in September, and end on the Friday preceding the first Monday in February; and the second session shall commence on the first Monday in February, and close on the last Friday in June. [October 19, 1868.]

8. The schools shall open at 8:30 a. m., and close at 1:30 p. m.; and the regular teachers shall be in their school-rooms five minutes before the time for opening the school, and shall not leave the premises during the session. [October 19, 1868.]

9. The holidays shall be every Saturday, Christmas to New Year's day, inclusive, twenty-second day of February, and all Thanksgiving and Fast days authorized by the State and General Government, and such additional holidays as are authorized by the Board of Education. [October 19, 1868.]

10. The regular time of appointing teachers shall be at the first meeting of the Board in June of each year. [October 19, 1868.]

11. No teacher shall be allowed to be absent from any session of the school (except in case of personal sickness) without the consent of the majority of the committee of the house in which the teacher desiring to be absent is employed, and in all cases of absence the absentee shall forfeit therefor pay for the time so lost, unless the Board otherwise orders. [November 20, 1871.]

12. Every teacher is required to be present in his or her room, and have such presence duly reported to the Principal, five minutes before the opening of school; and any teacher chargeable with tardiness shall suffer

a deduction of salary equal to one-fourth of a day's pay for each failure, unless the Board shall otherwise order; and any failure to report to the Principal shall be treated as a case of tardiness—a record of the same to be kept by the Principal of each school. [February 15, 1873.]

13. The Committee on Examination shall have general supervision of examinations, and enforce them at such regular periods as they may deem proper. Once a year they shall cause a uniform examination, for comparison, to be made of the High Schools, or such grades or grade in them as they may select, and report to the Board with their views as to the state of the schools. They shall appoint the proper examiners, and report the average necessary for transfer at all examinations. In all matters pertaining to this committee they shall have the advice and aid of the Superintendent of Schools. [February 15, 1873.]

14. If any scholar shall attain a general average of 75 per cent. in the studies of the A Grade up to the beginning of the week of the final examination, excluding deportment, and not less than 60 per cent. in any study of that grade, such scholar shall have the right to graduate. Such final examination shall take place during the first week in May, previous to graduation, and shall not affect the right to graduate, but shall be considered in determining the rank of the scholar and in awards to be given. [April 17, 1875.]

15. On examination for passing from one grade to another in the High Schools, any student whose general average is 70 or over shall be entitled to pass. [July 24, 1879.]

16. As soon as a Principal begins to suspect that it will be necessary to reduce a pupil from a higher to a lower grade, he shall give notice of the probable necessity of such a course to the parents of the pupil at least one month before he shall take final action in the case, and shall at the same time send a like notice to the Superintendent of Schools, whose duty it shall be to keep the said notice on file, and, if possible, inquire into the case and suggest such remedy as to him may seem best. If, at the end of the time above prescribed, it shall be found detrimental to the pupil's own interest, and to the progress of the class, to retain him or her longer in the grade, the reduction may be made, with the consent of the Superintendent and the committee of the house. Provided, however, that no pupil shall be reduced to a lower grade who has been in the grade for a period of four months. [March 15, 1873.]

17. No candidate shall be admitted to the High Schools who, at the annual examination for admission, shall fail to attain an average of 50 per cent. in the mathematical branches, and 40 per cent. in grammar. [February 14, 1878.]

18. No person shall receive instruction in either High School unless admitted by regular examination, and pursuing some regular course of study according to the rules made and provided therefor in the Course of Study. [March 15, 1877.]

19. With the concurrence of the parents or guardians, the Principal and the Committee on Course of Study, any pupil may be excused from one or more of the studies in the course, and pursue the others—without however, any change in the amount or kind of study required for a diploma. [May 15, 1874.]

20. The Principals of the High Schools shall have authority to suspend a pupil for any cause which they may deem sufficient; but they shall, in every case, immediately report such suspension, with the cause assigned, to the committee of the house, to whom full authority is delegated to finally determine every case so reported, and report to the Board at the next meeting thereafter. [March 15, 1873.]

21. The Principals of the High Schools shall make an annual report to the Union Board, giving a history of the year's work. In this report, in addition to such matter as may pertain to their office, they may make such suggestions in reference to the Course of Study, classification and discipline as will, in their judgment, be of interest to the Board and of advantage to the schools. They shall make a monthly report of the attendance and absence of pupils and teachers, according to blanks adopted by the Board and to be furnished by the Secretary. [October 19, 1868.]

22. All bills for articles purchased by any teacher or teachers of either of the High Schools shall be approved by a majority of the committee on the respective school. [December 21, 1872.]

23. All action involving in any way the expenditure of money shall require the affirmative vote of the majority of the Board. [September 14, 1874.]

24. Any addition to or amendment of these Rules, or any one of them, except number six, which may be changed at any meeting by a majority of the whole Board, shall lie over one meeting, unless by a unanimous vote of the members present. [July 25, 1870.]

NOTE.—Tuition of non-residents for attendance at Hughes or Woodward has been fixed at seventy dollars per year.

REGULATIONS
OF THE
BOARD OF EXAMINERS
OF
CINCINNATI SCHOOLS.

MEMBERS.

H. A. RATTERMANN	Term ending April, 1886
AARON A. FERRIS.....	Term ending April, 1886
HENRY DANZIGER.....	Term ending April, 1886
JOHN B. PEASLEE.....	Term ending April, 1887
FRANCIS FERRY.....	Term ending April, 1887
WILLIAM H. MORGAN.....	Term ending April, 1887
J. W. UNDERHILL, M. D.....	Term ending April, 1888
C. W. MERRILL.....	Term ending April, 1888
ROBERT KUEHNERT ..	Term ending April, 1888

JOHN B. PEASLEE, President.

C. W. MERRILL, Clerk.

1. The Board consists of nine members, five of whom constitute a quorum at any regular or called meeting.

2. The regular business meetings of the Board are held on the Tuesday preceding the second Thursday of June, October, December, February and April of each year. Extra meetings may be called by any three members of the Board, who, in signing the call for such a meeting, are understood as pledging themselves to attend it.

Examinations begin on the second Thursday of each of the above months, and continue until finished. They will be held at the Hughes High School building, unless otherwise directed.

3. The Board grants five grades of certificates, denominated respectively: Male High School Certificates, Female High School Certificates, Principals' Certificates, Assistants' Certificates, and Special Certificates, to teachers of the special branches—Foreign Languages; Music, Drawing, Penmanship and Book-keeping, which last shall require an examination, also, in the branches required by law.

4. SUBJECTS.

- | | |
|-------------------------------------|---|
| 1. Theory and Practice of Teaching. | 12. Elements of Anatomy and Physiology. |
| 2. Spelling and Definitions. | |
| 3. Reading. | 13. English or German Literature. |
| 4. Grammar. | 14. Music or Drawing. |
| 5. Penmanship. | 15. Chemistry. |
| 6. Mental Arithmetic. | 16. Algebra. |
| 7. Written Arithmetic. | 17. Geometry. |
| 8. Geography. | 18. Astronomy. |
| 9. American History. | 19. Constitution of the United States. |
| 10. Ancient and Modern History. | 20. Comparative Anatomy. |
| 11. Natural Philosophy. | |

Candidates for a Male High School Certificate are examined in the first nineteen of the above subjects and such other branches as they may be required to teach. Principals of High Schools will also be examined in the last branch above named.

Candidates for a Female High School Certificate are examined in the first sixteen of the above subjects and such other branches as they may be required to teach.

Candidates for a Principal's Certificate are examined in the first nineteen of the above subjects.

Candidates for an Assistant's Certificate are examined in the first fourteen of the above subjects.

Candidates for German Certificates who have been educated in the Public Schools of Cincinnati shall be required to pass examinations in Mental Arithmetic, Written Arithmetic and Geography, before the English examiners.

Special teachers are examined in the branches which they propose to teach—in which they must have at least nine, ten being the maximum—and in the Theory and Practice of Teaching in the English language, unless the Board shall otherwise direct.

5. The number opposite to each branch in the column on the right of the list of the studies on the certificates issued, measures the result of the examination, ten being the maximum. Less than seven in either English or German Grammar, Geography, Written Arithmetic, Mental Arithmetic or Spelling is a failure. Certificates are valued as follows: For an average of seventy per cent. of correct answers, two years; eighty per cent., five years; ninety per cent., ten years. No person, however, shall receive a certificate for ten years who has not had two years' experience in teaching Graded Schools. The first certificate granted shall in no case be for a longer term than two years.

6. No certificate shall be issued without an average of seventy per cent. of the full number of marks.

7. The Board will grant no certificate to any candidate who entirely fails in any branch of study in which an examination is required.

8. A record of the character of the examination of each individual is preserved in a book kept in the office of the Board of Education.

9. Candidates who have not taught in the Public Schools of Cincinnati must leave with the Clerk of the Board, at least three days before the regular meeting, a certificate of good moral character, together with legal fee (50c.), fifty cents, and a declaration that they are eighteen years of age, (or seventeen, if graduates from the High Schools, or with similar attainments), and that they design to teach in the Public Schools of Cincinnati, if found qualified. Candidates are requested to leave their address, and a statement of any experience they may have had in teaching.

10. Candidates for High School Certificates are required to file their application with the Clerk of this Board at least one month before the time of examination, in which application all the branches which they may be required to teach must be named, and the certificates granted shall be valid for those branches only in which the candidate has received at least eight.

11. All candidates for High School Certificates must be examined in all the subjects required for such certificate, except as provided in Rule 14.

12. Candidates shall be examined in the absence of all spectators, save the members of the Board of Education.

13. Examinations shall be held only at the time designated in section 2. Candidates shall not be examined who are not present, punctually, at the appointed hour. No candidate who has failed in more than one branch shall be admitted to a second examination till after the expiration of six months. A candidate who has failed in one branch only shall not be re-examined within six months, unless such candidate has an average of eight in other branches. Such candidate must pay the legal fee, and be re-examined in all branches in which the previous mark was less than eight.

RE-EXAMINATION.

14. Any candidate for re-examination who may be employed in the city schools shall file with the Clerk of the Board an application for such re-examination, accompanied by the previous certificate, at the regular meeting four months preceding that at which the candidate proposes to be examined. Principals desiring to be examined shall give six months' notice. All candidates for re-examination for the High Schools, of five years' experience, who shall present high testimonials of merit and success, shall be examined in those branches only which they are expected to teach.

15. The District, Intermediate and High Schools shall be divided into districts, and a committee of two members of this Board appointed for each

district, whose duty it shall be to visit the school in their respective divisions, for the purpose of examining and reporting upon the management and method of instruction of the candidates for re-examination. From the certificate last granted by the Board, and the report of the Visiting Committee, the Board shall determine the character of the re-examination to be required of each applicant, and the candidate shall be notified thereof two months previous to the time of such examination; provided, that candidates shall be required to undergo an examination in all those branches in which they are marked less than *seven*. A teacher whose certificate has *expired*, and who has not been engaged in teaching in the Public Schools of Cincinnati within two years next preceding the date of his or her application, must be examined in all the branches required by the rules.

16. The grade of certificate shall be determined by the average of the candidate in all branches required, including Theory and Practice of Teaching; provided, that no candidate shall receive a certificate for ten years who shall fall below *nine* in "Theory and Practice," nor for five years, if the candidate fall below *eight* in the same subject; and, provided, further, that no certificate shall issue to a candidate falling below *seven* in "Theory and Practice."

17. No candidate shall receive a two years' certificate more than twice.

18. All German teachers who have been employed in our schools for three years or more shall be examined in English Grammar, Reading, Spelling and Definitions.

19. Any teacher who shall engage in teaching any branch of instruction in which he or she has not been examined, and after having received three months' notice shall persist in so doing, shall be deemed guilty of improper conduct, and shall be dismissed by this Board.

20. Any proposed change in the foregoing rules shall be presented in writing, and shall lie over until the next regular meeting, and every member shall be notified of the proposed change within one week after its presentation. A vote of two-thirds of the members present shall be necessary to change any rule of the Board.

EXAMINATION OF SCHOOLS.

21. The schools are divided as follows, among the different members of the Board, for the purpose of visiting teachers who are candidates for re-examination:

First District.....	MR. MORGAN.
Second District.....	MR. MORGAN.
Third District.....	MR. MORGAN.
Fourth District.....	MR. PEASLEE.
Fifth District.....	MR. MERRILL.
Sixth District.....	MR. FERRIS.
Seventh District.....	MR. MERRILL.
Eighth District.....	MR. KUEHNERT.
Ninth District.....	DR. UNDERHILL.
Tenth District.....	MR. FERRY.
Eleventh District.....	
Twelfth District.....	MR. FERRIS.
Thirteenth District.....	MR. KUEHNERT.
Fourteenth District.....	MR. FERRY.
Fifteenth District.....	MR. KUEHNERT.
Sixteenth District.....	MR. MORGAN.
Seventeenth District.....	MR. PEASLEE.
Eighteenth District.....	MR. PEASLEE.
Nineteenth District.....	MR. DANZIGER.
Twentieth District.....	MR. FERRY.
Twenty-first District.....	MR. PEASLEE.
Twenty-second District.....	MR. DANZIGER.
Twenty-third District.....	DR. UNDERHILL.
Twenty-fourth District.....	MR. PEASLEE.
Twenty-fifth District.....	MR. PEASLEE.
Twenty-sixth District.....	MR. PEASLEE.
Twenty-seventh District.....	
Twenty-eighth District.....	
First Intermediate.....	MR. FERRIS.
Second Intermediate.....	DR. UNDERHILL AND MR. FERRIS.
Third Intermediate.....	MESSRS. DANZIGER AND KUEHNERT.
Fourth Intermediate.....	MESSRS. FERRY AND MORGAN.
Woodward.....	MR. FERRY AND DR. UNDERHILL.
Hughes.....	MESSRS. DANZIGER AND MERRILL.
Gaines and Western.....	MR. MERRILL.
Eastern.....	MR. FERRIS.
Walnut Hills (colored).....	MR. DANZIGER.
Cumminsville (colored).....	MR. PEASLEE.

ASSIGNMENTS OF SUBJECTS.

SUBJECTS.	ENGLISH.	GERMAN.
Theory and Practice.....	Peaslee, <i>g</i>	Kuehnert, <i>a</i> .
Spelling and Definitions.....	Ferris, <i>a</i>	Kuehnert, <i>a</i> .
Reading.....	Peaslee, <i>g</i>	Danziger, <i>d</i> .
Grammar.....	Ferry, <i>f</i>	Kuehnert, <i>a</i> .
Penmanship.....	Peaslee, <i>g</i>	Kuehnert, <i>a</i> .
American History.....	Ferry, <i>f</i>	Danziger, <i>d</i> .
Ancient and Modern History.....	Merrill, <i>f</i>	Danziger, <i>d</i> .
Geography.....	Morgan, <i>c</i>	Kuehnert, <i>a</i> .
Mental Arithmetic.....	<i>k</i>	Danziger, <i>d</i> .
Written Arithmetic.....	<i>b</i>	Danziger, <i>d</i> .
Natural Philosophy.....	Morgan, <i>c</i>	Danziger, <i>d</i> .
Algebra.....	Merrill, <i>f</i>	
Geometry.....	Merrill, <i>f</i>	
Astronomy.....	Morgan, <i>c</i>	Danziger, <i>d</i> .
Chemistry.....	Underhill, <i>h</i>	
Anatomy and Physiology.....	Underhill, <i>h</i>	Kuehnert, <i>a</i> .
Constitution of the United States.....	Merrill, <i>f</i>	Danziger, <i>d</i> .
Music.....	Peaslee, <i>b</i>	Peaslee, <i>b</i> .
Drawing.....	Ferry, <i>f</i>	Kuehnert, <i>a</i> .
Literature.....	Ferris, <i>a</i>	Kuehnert, <i>a</i> .
Latin.....	Ferris, <i>a</i>	
Greek.....	Ferris, <i>a</i>	
French.....	Danziger, <i>d</i>	
Higher Mathematics.....	Merrill, <i>f</i>	
Geology.....	Ferris, <i>a</i>	
Book-keeping.....	Morgan, <i>c</i>	
Elocution.....	Peaslee, <i>g</i>	
Composition.....	Peaslee, <i>g</i>	
Rhetoric.....	Peaslee, <i>g</i>	
Mental Philosophy.....	Peaslee, <i>g</i>	
Botany.....	Peaslee, <i>g</i>	
Zoology.....	Underhill, <i>h</i>	

a Thursday, 2 P. M.; *b* Friday, 2 P. M.; *c* Saturday, 9 A. M.; *d* Saturday, 2 P. M.; *f* Monday, 2 P. M.; *g* at office Superintendent of Schools, on the Wednesday after the second Thursday in the month, at 2 P. M.; *h* on the third Thursday in the month, at 3 P. M.; *k* on the third Friday in the month, at 2 P. M.

BOUNDARIES OF DISTRICTS, LOCATION OF SCHOOL-HOUSES, AND Names, Residences and Salaries of Teachers.

* GERMAN.

† GERMAN-ENGLISH.

FIRST DISTRICT.

Beginning at the intersection of the Miami Canal and Main street; north on Main street to Liberty street; east to Sycamore street; north on Sycamore street (including both sides) to Ringgold street extended; east on Ringgold street and extended to Hunt street; north to Montgomery road; east to Park entrance on Gilbert avenue; south to line of Liberty street extended; west to Deercreek road; south to Court street; west on Court street, Lockport street and Miami Canal to Main street, to place of beginning.

SCHOOL EDIFICE.—Liberty street, north side, between Wilson and Broadway. Built 1867; cost \$76,313; has 21 rooms and seats for 1,130 pupils. Lot 100 by 210 feet; cost \$11,500.

LOCAL TRUSTEES.—Mithoefer, O'Kane, Hermann. Terms expire April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
James E. Sherwood.....	\$1900	Mount Lookout, Hamilton Co.
W. H. Weick.....	1300	58 Molitor street.
Lizzie A. Nugent.....	700	Durrell avenue, Walnut Hills.
Jessie S. Bennett.....	700	Walnut Street House.
Ella Aldcroft.....	700	Linwood, O.
*Mary Speiser.....	700	300 Baymiller street.
Sallie S. Parks.....	700	Locust st. & Park av., Walnut Hills.
Emma McDonald.....	700	45 Franklin street.
*Ernestine Schaefer.....	700	440 West Court street.
Julia A. Kellogg.....	700	61 Mansfield street.
*Emili Pruess.....	700	287 Findlay street.
*Emma L. Wahle.....	700	43 Mansfield street.
*Dora Thiesing.....	700	49 Lawrence street.
Helen Rieken.....	700	28 Dandridge street.
Ettie C. Mueller.....	700	11 Kemper street, Walnut Hills.
Ella Smith.....	700	48 Franklin street.
Mary Zipperlen.....	700	23 Webster street.
†Alice E. Berger.....	650	139 East Liberty street.
Mary E. Kunkler.....	600	66 Ludlow street.
Lillie Gribius.....	600	535 Sycamore street.
Sarah J. Owens.....	500	51 Milton street.
Mary Kattenhorn.....	500	244 East Third street.
Irma Theobald.....	400	91 East Liberty street.

SECOND DISTRICT.

Beginning at the Ohio River and Main street, along said river to Lawrence street; north to Fourth street; to Pike street; to Fifth street; to Culvert street; to Sixth street; to Eggleston avenue; to Lockport street and Miami Canal; to Main street; to Eighth street; to Walnut street; to Fourth street; to Main street, and along Main street to the Ohio River, the place of beginning.

SCHOOL EDIFICE.—East side of Sycamore street, between Fourth and Fifth. Built 1874; cost \$58,467; has 15 rooms and seats for 937 pupils. Lot, 80 by 200 feet; cost \$5,000, and the old house and lot one square north of present building.

LOCAL TRUSTEES.—Becksmith, Terhune, Lee. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
Abram S. Reynolds.....	\$1900	481 Kemper lane.
*August Roth, half time..	650	Foster's Crossing.
Anna H. Hacking.....	700	220 Barr street.
Isabella M. Chapple.....	700	Ivanhoe.
Augusta V. Hinckley.....	700	267 Clinton street.
*Minnie Hermann.....	700	23 Webster street.
Mary A. Smith.....	700	316 Harris street, Newport.
Virginia A. Bassett.....	700	Home City, O.
Sallie Corrigan.....	700	N. E. cor. Eighth and Summit ave., Price Hill.
Clara Bailey.....	700	49 Lawrence street.
†Matilda M. Eichenlaub..	700	9 Whiteman street.
Katharine H. Lloyd.....	700	21 Barr street.
Margaret A. B. Stevenson.	700	502 West Seventh street.
*Minnie Eichenlaub.....	700	67 Euclid avenue, Mount Auburn.
Martha M. Clawson.....	700	107 Barr street.
Rosa Danziger.....	700	352 Main street.
Jemima Allen.....	550	79 Milton street.

THIRD DISTRICT.

Beginning at the Ohio River and Lawrence street; thence north on Lawrence street to Fourth street; east to Pike street; north to Fifth street; east to Culvert street; north to Sixth street; east to Eggleston avenue; north to Court street; east to Deercreek road; north to line of Liberty street extended, along said line to a point where the same would be intersected by a line drawn northwardly from the Ohio River through the length of Parsons street; thence southwardly along said line and Parsons street to the Ohio River; thence along the Ohio River to Lawrence street, the place of beginning.

SCHOOL EDIFICE.—Ellen street, corner of Mary. Built 1854; cost \$23,815; has 13 rooms and seats for 769 pupils. Lot, average dimensions, 92 by 180 feet; cost \$9,000. Additional lot, 23 by 100 feet; cost \$1,035.

LOCAL TRUSTEES.—Finn, Guynan, Hopkins. Terms expire Monday, April 19, 1886.

THIRD DISTRICT—Continued.

NAME.	ANNUAL SALARY.	RESIDENCE.
Charles H. Evans	\$1900	418 John street.
*August Roth, half time..	650	Foster's Crossing.
Laura W. Estep	700	241 West Seventh street.
Margaret D. Epplett.....	700	Milford.
Louise W. Mueller	700	11 Kemper street, Walnut Hills.
Sarah R. Dekins	700	278 East Third street.
Emily Drum	700	38 West Seventh street.
Mary E. Magurk	700	88 East Fourth street.
Emily K. Hopkins.....	700	132 Baum street.
Kate C. Nolan.....	700	120 East Fifth street.
*Susan Klein.....	700	707 Race street.
Maggie A. Delahanty.....	700	Concord street, W. Walnut Hills.
Bessie Flynn.....	650	152 East Fifth street.
Ella M. Bryan.....	600	133 Kilgour street.
Mary O'Neil.....	450	232 East Sixth street.

FOURTH DISTRICT.

Beginning at the Ohio River and Parsons street; thence by line of said street to a point where it intersects the line of Liberty street; thence along said line to Morrill street; thence by straight line to Kemper lane bridge; thence eastwardly to the section line between Sections "1" and "7" of Millcreek Township; thence south by said line to Columbia avenue; east to Brooklyn street; south to the Ohio River; thence along the Ohio River to Parsons street, the place of beginning.

SCHOOL EDIFICE.—East Front street. Built 1868; cost \$51,774; has 10 rooms and seats 588 pupils. Lot 143 by 180 feet; cost \$5,200.

LOCAL TRUSTEES.—Terhune, Finn, Hocker. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
Isaac H. Turrell.....	\$1900	S.W. cor. Chase and Fergus, C'ville.
Bernard Trentmann.....	1300	Warsaw Pike, Glen Grove.
Janet Knox.....	800	Columbia ave., near Kemper lane.
Selina Wood.....	800	Nassau street, Walnut Hills.
Viola M. Sprague	700	347 George street.
Tillie A. Moulster.....	700	516 East Front street.
Mary D. Nolan.....	700	120 East Fifth street.
Kate J. McDonogh	700	Bellevue, Ky.
Susie M. Best.....	650	158 Carlisle avenue.
Ida L. Vaughn.....	650	76 Railroad avenue.
Anna W. Thiesing.....	450	49 Lawrence street.

FIFTH DISTRICT.

Beginning at Main street and the Ohio River; along said river to John street; John street to George street; George street to Race street; Race street to Sixth

street; Sixth street to Walnut street; Walnut street to Fourth street; Fourth street to Main street; Main street to the Ohio River, the place of beginning.

SCHOOL EDIFICE.—Third street, between Elm and Plum. Built 1859; cost \$34,678; has 20 rooms and seats for 1,002 pupils. Lot 90 by 170 feet; cost \$30,000.

LOCAL TRUSTEES.—Lee, Wallace, Knight. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
C. J. O'Donnell.....	\$1900	Lingo street.
*Julius Fuchs.....	1300	S. W. cor. Seventh and Vine streets,
Isabella Newhall.....	700	293 George street.
Wilhelmina Newhall.....	700	293 George street.
*Ida Meyer.....	700	Hartwell.
Sarah A. Cheeseman.....	700	14 Elizabeth street.
*Matilda Meyer.....	700	Hartwell.
Sallie D. Johnston.....	700	118 Park street.
Belle B. Banta.....	700	Riverside.
Mary Conley.....	700	267 George street.
Julia R. Pendery.....	700	182 Laurel street.
Maria McDonogh.....	700	Bellevue, Ky.
Celia Wise.....	650	351 Carlisle avenue.
Harry R. Pendery.....	500	182 Laurel street.
Fannie Conley.....	450	267 George street.
Addie J. Maloney.....	400	469 John street.

SIXTH DISTRICT.

Beginning at the intersection of John street and Hopkins street; north to Liberty street; east to Plum street; north to line of Green street; east to Vine street; south to Fifteenth street; west to Race street; south to Fourteenth street; west to Plum street; south to Ann street; west on Ann and Hopkins streets to John street, the place of beginning.

SCHOOL EDIFICE.—Corner of Elm and Adams streets. Built 1855-'60; cost \$31,863-\$4,485; has 24 rooms and seats for 1,442 pupils. Lot 90 by 198 feet; cost \$14,000.

LOCAL TRUSTEES.—Weil, Kreh, Chuck. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
N. K. Royse.....	\$1900	Saunders street, Mt. Auburn.
*F. Ludolph Mechlem....	1300	New Baltimore pike.
Eugenia Villatte.....	700	474 Elm street.
Abbie K. James.....	700	Mt. Healthy, Ohio.
Martha H. Bridge.....	700	Linwood, Ohio.
Maggie E. Bercau.....	700	279 Carlisle avenue.
*Ernestine Emerich.....	700	524 Race street.
Jennie O'Keefe.....	700	90 Riddle street.

SIXTH DISTRICT—Continued.

NAME.	ANNUAL SALARY.	RESIDENCE.
Sarah E. Hills.....	\$700	498 Freeman avenue.
Elizabeth Trimpe.....	700	14 Hughes street.
Susie Armstrong.....	700	11 Chestnut street.
Carrie Conn.....	700	389 Baymiller street.
*Christina Bayer.....	700	46 Fourteenth street.
Josephine Herbrick.....	700	76 Fifteenth street.
*Lydia E. Frintz.....	700	111 Buckeye street.
Sallie E. Neal.....	700	S. E. cor. Fifteenth and Central av.
*Sophie Bohlender.....	650	341 Wade street.
Lottie L. Eckel.....	650	Euclid avenue, Mt. Auburn.
*Amanda Keck.....	600	Cor. Oak and Bellevue avenues.
*Bertha Forster.....	550	12 Bellevue avenue.
Mary E. Tye.....	500	82 Milton street.
*Emma Bork.....	500	297 West Eighth street.
Katie Ott.....	500	106 York street.
*Sallie Reuter.....	500	S. W. cor. Race and Liberty streets.
Emma Woche.....	400	45 Pleasant street.

SEVENTH DISTRICT.

Beginning at the Ohio River and John street; thence north to George street; thence west to Mound street; thence north to Barr street; thence west to Freeman avenue; thence south to Fifth street; thence westwardly along the line of Fifth street to the Ohio River; thence eastwardly along said river to the place of beginning.

SCHOOL EDIFICE.—Fifth street, west of Smith street. Built 1881-'82-'83; cost \$64,178; has 15 rooms and seats for 800 pupils. Lot 105 by 240 feet; cost \$39,618. One room in Brachmann House, with seats for 60 pupils.

LOCAL TRUSTEES.—Guynan, Hadden, Wallace. Terms expire Monday, April 19, 1888.

NAME.	ANNUAL SALARY.	RESIDENCE.
Peter J. Fox.....	\$1900	Langland street, Cumminsville.
*Frank G. Wolf.....	1300	339 Madison street, Newport.
Carrie R. Hall.....	700	152 Carlisle avenue.
Jennie R. Hall.....	700	152 Carlisle avenue.
Rea L. Lewis.....	700	505 West Sixth street.
Alice W. Hall.....	700	152 Carlisle avenue.
Mollie Geoghegan.....	700	117 Mill street.
Anna Hardway.....	700	279 West Fourth street.
Cassie Mack.....	700	462 Richmond street.
Emma J. Gazlay.....	700	404 West Third street.
Maggie T. McGrail.....	700	452½ West Fourth street.
Mary Lawler.....	700	Jefferson avenue, Corryville.
*Annie Zimmerman.....	700	East Norwood, O.
Jennie Block.....	700	474 West Seventh street.
*Albertina Bechmann.....	600	62 Loth street.
Ella A. Walsh.....	550	302 George street.
Sarah Rosenbaum.....	550	84 Barr street.
Clara V. Gazlay, half time.	450	404 West Third street.

EIGHTH DISTRICT.

Beginning at the corner of George street and Central avenue; thence north to Betts street; west to John street; south to Clark street; west to Linn street; south to Barr street; east to Mound street; thence south to George street; thence east to Central avenue, the place of beginning.

SCHOOL EDIFICE.—Eighth street, west of John. Built 1855-'79; cost \$3,723-\$35,820; has 24 rooms, and seats for 1,325 pupils. Original lot 60 by 200 feet; cost \$2,100. Additional lot 60 by 100 feet, on Ninth street; cost \$10,200. Additional lot 63 by 100 feet, on Eighth street; cost \$13,630.

LOCAL TRUSTEES.—McLaughlin, Rulison, Carver, Hadden, Finn. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
J. H. Laycock.....	\$1900	271 Hopkins street.
*J. J. Maas.....	1300	112 York street.
Mary J. Finley.....	700	10 Hopkins street.
Alnette Wilson.....	700	457 West Court street.
Mary G. Sackett.....	700	East Norwood.
Julia L. Hudson.....	700	324 Baymiller street.
Isabella Hinde.....	700	59 Gest street.
Elfie J. Baughman.....	700	396 George street.
*Emilie Koehnken.....	700	14 Milton street.
Sarah Harris.....	700	395 West Seventh street.
Mary Barnes.....	700	319 Western Row, Covington, Ky.
*Mary Hoffmeister.....	700	Lick Run.
Charlotte Strubbe.....	700	Oak avenue, Mt. Auburn.
*Addie Eckelmann.....	700	26 Milton street.
*Amanda Toepfert.....	600	Walnut Hills.
Maggie A. Jones.....	600	76 Clark street.
Alice L. Devou.....	500	322 West Ninth street.
Tillie Nicholson.....	400	359 Findlay street.
Luella Lapham.....	400	340 Ninth street.

NINTH DISTRICT.

Beginning at the corner of Main street and Miami Canal; thence by said canal to Central avenue; thence to George street; thence to Race street; thence to Sixth street; thence to Walnut street; thence to Eighth street; thence to Main street; thence to Miami Canal, the place of beginning.

SCHOOL EDIFICE.—Ninth street, south side, between Race and Vine. Built 1835-'52-'62; cost \$4,835-\$2,019-\$12,017; has 12 rooms and seats for 608 pupils. Lot 60 by 120 feet; cost \$4,200.

LOCAL TRUSTEES.—Chuck, Eggers, Knight. Terms expire Monday, April 19, 1886.

NINTH DISTRICT—Continued.

NAME.	ANNUAL SALARY.	RESIDENCE.
Wm. S. Flinn.....	\$1900	211 Laurel street.
*Chr. Fr. Kopp.....	1300	3 Boone street, Corryville.
Mary L. See.....	700	67 Laurel street.
Maggie G. Gregg.....	700	302 West Fourth street.
Hannah K. Dumont.....	700	213 Mound street.
Agnes M. Goule.....	700	95 West Eighth street.
†Rosa J. Grossman.....	700	171 Betts street.
Bella H. Trager.....	700	52 Betts street.
Emma P. Grumbine.....	700	467 ½ Central avenue.
*Matilda Schweickert.....	700	170 West Ninth street.
Mollie J. Neely.....	700	667 McMillan street.
Lizzie M. Young.....	700	Mound street, Avondale.
*Lizzie Frei.....	700	79 Baltimore street.
Zoe D. Wright.....	550	489 Sycamore street.
Anna M. Griese.....	400	142 Clinton street.

TENTH DISTRICT.

Beginning at the Miami Canal and Fourteenth street; thence to Genesee street; east on Miami Canal to Main street; thence to Allison street; thence to Walnut street; thence to Liberty street; thence to Vine street; thence to Fifteenth street; thence to Race street; thence to Fourteenth street; thence to Miami Canal, the place of beginning.

SCHOOL EDIFICE.—Vine street, east side, between Twelfth and Thirteenth. Built 1846-'58-'68; cost \$5,567-\$7,869-\$7,301; has 15 rooms and seats for 700 pupils. Old lot 60 by 175 feet; cost \$3,910. New lot 25 by 75 feet; cost \$2,800. Rabbe lot 25 by 100 feet; cost \$12,860. Also 5 rooms in fourth story of Third Intermediate School, on Franklin street, with seats for 250 pupils.

LOCAL TRUSTEES.—Eggers, Weil, Hocker. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
H. H. Raschig... ..	\$1900	110 Everett street.
*William Schmidt	1300	499 West Liberty street.
Elizabeth Barton.....	700	14 Chestnut.
Julia Christman.....	700	Crippen street, Walnut Hills.
*Therese Gerten.....	700	235 Hopkins street.
Sarah Trotter.....	700	5 Observatory street.
*Ottillie Herholz	700	297 West Eighth street.
*Ernestine Toepfert	700	Crippen street, Walnut Hills.
Kate Bannister.....	700	574 West Ninth street.
*Kate Meinhardt.....	700	90 Clay street.
Louise Fesenbeck	700	Lane street, Walnut Hills.
*Lizzie Gerten.....	700	235 Hopkins street.
*Augusta Weigand.....	700	378 Elm street.
Augusta Hermes.....	700	30 Price Hill road.
Margaret Lusby.....	700	Spring street, Walnut Hills.
Lucy B. Hey.....	700	551 West Ninth street.
Ella Conn.....	700	389 Baymiller street.
Julia Kuhn.....	700	Forest avenue, East Walnut Hills.
*Lena Jacobi.....	600	87 Everett street.
Matilda Schwiering.....	500	26 Fountain street.
Alice Sankey.....	400	77 Mulberry street.

ELEVENTH DISTRICT.

Beginning at the corner of John and Clark streets; north to Wade street; west to Millcreek; south following Millcreek to Clark street; east on Clark street to place of beginning.

SCHOOL EDIFICE.—Clinton street, between Linn and Baymiller. Built 1844-'55-'65-'72; cost \$4,590-\$8,996-\$9,388-\$39,892; has 24 rooms and seats for 1,480 pupils. Lot 110 by 200 feet; cost \$3,816. Lot on Everett street, 25 by 100 feet; cost \$3,500. Additional lot on Clinton street, 25 by 100 feet; cost \$4,000.

LOCAL TRUSTEES.—Boughen, ———, Wallace. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
W. B. Wheeler.....	\$1900	133 Park avenue, Walnut Hills.
*Adolph Leue.....	1300	Colerain ave., Camp Washington.
†Theodore Pfueger.....	700	207 Wade street.
Addie Boyd.....	700	572 West Eighth street.
Anna Vallandigham....	700	425 McMillan street, Walnut Hills.
Eva B. Read.....	700	582 Freeman avenue.
Gertrude Brickley.....	700	32 Laurel street.
Eliza Barrick.....	700	341 Findlay street.
*Elizabeth Hauth.....	700	West Covington.
Emma Riley.....	700	402 West Seventh street.
Martha Iliff.....	700	47 Everett street.
Mary Gorman.....	700	McMillan and Van Lear streets.
Margaret Nixon.....	700	339 Findlay street.
Laura O. Nixon.....	700	339 Findlay street.
Savilla Shafer.....	700	248 Clinton street.
Mary D. Grant.....	700	201 Court street.
Alice Wilber.....	700	174 Laurel street.
Julia F. Clark.....	700	475 Race street.
Lavina Hall.....	700	277 West Seventh street.
*Helen Erdelmeier.....	700	72 Gest street.
*Agnes Burgheim.....	700	124 Ohio avenue.
*Meta Fuls.....	700	Wade and Linn streets.
Lulu Anshutz.....	650	46 Everett street.
Lily T. Riley.....	600	402 West Seventh street.
Virginia Wagner.....	600	30 Laurel street.
Sallie H. Webb.....	500	585½ West Ninth street.

TWELFTH DISTRICT.

Beginning at the Ohio River, at a point intersected by the line of Fifth street; thence eastwardly to Freeman avenue; thence north to Barr street; east to Linn street; north to Clark street; west to Millcreek; south on Millcreek to the Ohio River, and along the said river east to the place of beginning.

SCHOOL EDIFICE.—Eighth street, between Donnersberger and Harriet. Built 1858; cost 25,602; has 18 rooms and seats for 1,228 pupils. Lot 80 by 200 feet; cost \$8,000. Budd lot, 36½ by 130 feet; cost \$23,787.50. Six additional rooms built 1882; cost \$11,215.35.

LOCAL TRUSTEES.—Haass, Pluemer, Dehner. Terms expire Monday, April 19, 1886.

TWELFTH DISTRICT—Continued.

NAME.	ANNUAL SALARY.	RESIDENCE.
John Akels	\$1900	N. E. cor. Wesley ave. and Court st.
*Carl B. Guse	1300	97 Everett street.
Cora V. Bartlett.....	700	403 West Ninth street.
*Mary Eichner.....	700	76 Ohio avenue, Mt. Auburn.
Ella Crumpton.....	700	431½ Court street.
Pamelia Savage.....	700	227 Clark street.
Emma A. Stanley.....	700	26 Culvert street.
Lucy Bridge.....	700	Linwood, Hamilton County, O.
Carrie Hart.....	700	466 Baymiller street.
Sallie B. Owens.....	700	497 West Seventh street.
*Dorothea Bayer.....	700	46 Fourteenth street.
Mary M. Hand.....	700	Chatham street, Fairmount.
Agnes D. Ashman.....	700	728 State avenue.
Isabel L. Black.....	700	420½ George street.
Kate B. Girard.....	700	420½ West Seventh street.
Madie Tinkler.....	650	401 Richmond street.
Ida L. Abbott.....	600	Gilbert avenue; Walnut Hills.
Fannie Corrigan.....	600	Eighth and Summit ave., Price Hill.
*Ida E. Gobrecht.....	600	501 Race street.
Blanche M. Fagin.....	600	328½ Clark street.
*Sophie Muehlbronner...	550	S. W. cor. Freeman and Richmond.
Letty B. C. Kinkaid.....	500	160 Baymiller street.
Louise Huseman.....	500	461 Broadway.
*Emma Redeker.....	500	72 Hopkins street.
Emma Meinhardt.....	400	S. E. cor. Court and Vogt streets.

THIRTEENTH DISTRICT.

Beginning at the corner of Vine and Green streets; west to Miami Canal; north to Findlay street; east to Dunlap street; north to McMicken avenue; east to Elm street; north to Clifton avenue, and along Clifton avenue (including both sides) to Parker street; east to Ohio avenue; south to Graham street; east to Cliff street; north to Milk street; south-east to Vine street; south on Vine street to No. 840; east to Alexander street; south to Peete street; east to Oak street; south to McMicken avenue and Elder street; west to Vine street; south to Green street, the place of beginning.

SCHOOL EDIFICE.—Findlay street, west of Vine. Built 1852-'63; cost \$12,469-\$8,947; has 22 rooms and seats for 1,236 pupils. Lot 70 by 200 feet; cost \$7,000. Additional lot 20 by 100 feet; cost \$2,800. Colony house has 5 rooms.

LOCAL TRUSTEES.—Kreh, Einig, Pluemer. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
Carl L. Nippert.....	\$1800	70 Webster street.
*F. W. Strubbe.....	1000	29 Lyon street.
*Carl E. Wolfradt.....	900	719 Vine street.
Fannie H. Kelly.....	700	24 Taft street.
Helen J. Wolfe.....	700	267 Clinton street.
Mary A. Bohlander.....	700	79 Charlotte street.
Tillie Lambour.....	700	22 Milton street.
Marian Stark.....	700	Aurora, Ind.
*Augusta H. Schulze.....	700	50 Loth street.
*Lena Zeuner.....	700	Cor. Bellevue and Goodman streets.
Emma Villatte.....	700	474 Elm street.

THIRTEENTH DISTRICT—*Continued.*

NAME.	ANNUAL SALARY.	RESIDENCE.
*Juliana Biere.....	\$700	67 Betts street.
*Wilhelmina Roos.....	700	Cor. Bellevue and Goodman streets.
Bella Aldcroft.....	700	Linwood, Ohio.
*Amalia Z. Roos.....	700	Cor. Bellevue and Goodman streets.
Julia A. Harris.....	700	99 Milton street.
*Mary Dressel.....	700	Spring Grove avenue.
†Lottie Heckel.....	700	68 Dayton street.
Katie Gohen.....	700	56 Dayton street.
Anna R. Palmer.....	650	382 George street.
†Anna Burland.....	600	62 West Mulberry street.
Anna Hochstrasser.....	600	604 Sycamore street.
Laura T. Horst.....	550	92 Fourteenth street.
Anna Dunkman.....	550	73 Everett street.
*Emma Keck.....	500	Oak street and Bellevue avenue.
Josie Corcoran.....	500	292 Elm street.
*Emma Duerr.....	400	289 Clifton avenue.

FOURTEENTH DISTRICT.

Beginning at the corner of York street and Millcreek; east to Freeman; on Freeman to Central avenue; on Central avenue to Baymiller; on Baymiller to Bank; on Bank to Linn; on Linn to York; on York to Baymiller; on Baymiller to Wade; on Wade to Millcreek; north along Millcreek to place of beginning.

SCHOOL EDIFICE.—Poplar street, between Baymiller and Freeman. Built 1862; cost \$25,378; has 20 rooms and seats for 1,215 pupils. Lot $87\frac{1}{2}$ by 195 feet; cost \$5,200. New lot on Freeman avenue 70 by 191 feet; cost \$30,212.50.

LOCAL TRUSTEES.—Deckebach, Long, Boughen. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
J. B. Scheidemantle.....	\$1900	175 Dayton street.
*Herman Voss.....	1300	Park street, Covington.
Althea Miller.....	700	89 Clinton street.
Frances E. Grover.....	700	368 Richmond street.
Clara H. Looker.....	700	319 Findlay street.
Ellen M. Tice.....	700	195 Western avenue.
*Josephine A. Bleska.....	700	257 Clinton street.
Sallie C. Osmus.....	700	235 Everett street.
Marie C. Bleska.....	700	257 Clinton street.
Helen M. Russell.....	700	237 Everett street.
*Clara Schmidt.....	700	412 Vine street.
*Matilda Speiser.....	700	300 Baymiller street.
Annie B. Tidball.....	700	Norwood, Ohio.
Anna E. Wozengraft.....	700	182 Oliver street.
*Elise Fettweiss.....	700	167 McMicken avenue.
*Lena Bohling.....	700	494 Freeman avenue.
Lizzie M. Clyde.....	700	393 Baymiller street.
Agnes Hunter.....	700	393 Baymiller street.
Ella Hotchkiss.....	700	47 Everett street.
†Helen Schrader.....	700	Conklin street.
Alice M. Wolfe.....	700	290 Richmond street.

FIFTEENTH DISTRICT.

Beginning at the corner of Liberty and Main streets; east to Sycamore street; north to Baltimore street; west to Quarry street; north-west to Alexander street; south on line of Alexander street to Peete street; east to Oak street; south to McMicken avenue and Elder street; west to Vine street; south to Liberty street; east to Walnut street; south to Allison street; east to Main street; north to Liberty street, the place of beginning.

SCHOOL EDIFICE.—Main street, south of Buckeye street. Built 1861-'69; cost \$15,184-\$15,306; has 24 rooms and seats for 1,464 pupils. Lot 153 by 112 feet; cost \$16,550. Aupperle lot 500 square feet; cost \$500. Lot on Buckeye street 83½ feet front; cost \$2,300.

LOCAL TRUSTEES.—Hermann, Mithoefer, O'Kane. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
William Mueller.....	\$1900	101 East Liberty street.
*John Goebel.....	1300	Rockdale avenue, Avondale.
Gerhardine Willson.....	700	Delhi, O.
*Emma Glatz.....	700	Calhoun street opposite Ohio ave.
*Mina Lotter.....	700	592 Sycamore street.
*Louise Walther.....	700	Wheeler street.
*Henrietta Funk.....	700	1173 Vine street.
Ida L. Kellum.....	700	8 Wilson street.
Bernardine Eppens.....	700	Main avenue, Avondale.
Ella Thompson.....	700	238 Clark street.
Lulie Benninger.....	700	485 Elm street.
John S. Hart.....	700	Dayton, Ky.
Laura Heinrich.....	700	31 Price street.
*Emma Winter.....	700	441 Broadway.
Celia Ballauf.....	700	59 Mansfield street.
*John P. Heuschling.....	700	South Covington.
Sallie C. Moers.....	700	18 Arch street.
Prospere Pfaff.....	650	97 Euclid avenue.
*Helen Goettheim.....	650	131 East Liberty street.
Laura B. Frintz.....	650	111 Buckeye street.
†Emilie Hulvershorn.....	600	141 Loth street.
*Thekla B. Mohr.....	500	594 Sycamore street.
Rosa Koch.....	450	39 West Mulberry street.
Katie W. Kolker.....	450	15 Lane street, Walnut Hills.

SIXTEENTH DISTRICT.

Beginning at a point on Hunt street, on a line with Ringgold street, north to Oak street; west to Bellevue avenue; south on Bellevue avenue (including both sides) to Auburn avenue; west and south on Auburn avenue (including both sides) to McMillan street; west on McMillan street (including both sides) to Vine street; south on Vine street to No. 840; east to Alexander street; south to Quarry street; south-east to Baltimore street; east to Sycamore street; south to Ringgold street extended; east on line of Ringgold street to Hunt street, the place of beginning.

SCHOOL EDIFICE.—Mt. Auburn. Built 1855-'67; cost \$5,367-\$18,565. Lot 75 by 315 feet; cost \$5,800. Additional lot 30 by 352½ feet; cost \$5,250. Two houses have 13 rooms; seats for 731 pupils.

LOCAL TRUSTEES.—Douglass, Schumann, Becksmith. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
Benj. M. Weed.....	\$1900	198 Auburn street, Mt. Auburn.
*Alfred Herholz.....	1300	S. E. cor. Elm and Liberty streets.
Louise D. Horseley.....	800	35 Saunders street, Mt. Auburn.
Sarah V. Groff.....	800	311 George street.
Celia Becht.....	800	17 Dorsey street.
Kate C. Welsch.....	750	Fosdick near Bellevue avenue.
Almira B. Starbuck.....	700	35 Saunders street, Mt. Auburn.
Maria V. Woolley.....	700	96 East Liberty street.
T. Lizzie Horsley.....	700	35 Saunders street, Mt. Auburn.
Marion B. Leach.....	700	Lane street, West Walnut Hills.
*Ida Schaefer.....	700	224 Warsaw pike.
Ella Rothe.....	700	88 Bank street.
Emma B. Andersou.....	650	16 S. Auburn street, Mt. Auburn.
Anna Burke.....	550	137 Boal street.
Mary C. Jones.....	450	197 East Third street.

SEVENTEENTH DISTRICT.

Beginning at the Ohio River and Brooklyn street; north to Columbia avenue; east to line of Cinnamon street; north along said line to the ridge running parallel to and south of Grandin road; east along said ridge to the line of Main street, Pendleton; south along said line to the Ohio River; thence along the Ohio River to Brooklyn street, the place of beginning.

SCHOOL EDIFICE.—East Front street. Built 1858-'78; cost \$11,639-\$4,978; has 10 rooms and seats for 574 pupils. Lot, average size, 80 by 320 feet; cost \$5,030. Magill lot 100 by 500 feet; cost \$10,000. Fryberger lot, on the east of the school lot, 22 by 168 feet; cost \$950.

The former School District called "Mornington" was annexed to the School District of Cincinnati. It is under the charge of the Local Trustees of the Seventeenth District. House on Observatory avenue and Edwards road. Built 1872; cost \$16,000; has 4 rooms and seats for 228 pupils. Lot contains 4 acres; donated.

LOCAL TRUSTEES.—Hirst, Rulison, Carver. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
John S. Highlands.....	\$1900	Mt. Lookout.
*Louis Hahn.....	1300	1182 McMillan street.
Emma McClow.....	800	15 Scott street.
Laura Smith.....	800	579 West Eighth street.
Hattie Nash.....	700	Mt. Lookout.
Virginia Mulholland.....	700	24 South Auburn street.
Alice Mulholland.....	700	24 South Auburn street.
Anna Garnes.....	700	290 Poplar street.
Della Burroughs.....	700	94 East Fourth street.
Kate Lewis.....	600	99 Baum street.
Stella Gilliland.....	450	243 Richmond street.

MORNINGTON SUB-DISTRICT.

Beginning at the intersection of the northern boundary of Mornington School District as annexed and Cinnamon street, O'Bryonville; south on Cinnamon street extended to ridge running parallel to and south of Grandin road; thence along said ridge eastwardly to a point one-half mile east of Crawfish Run; thence northwardly to the northern boundary of the annexed district; thence along said northern boundary to the place of beginning.

NAME.	ANNUAL SALARY.	RESIDENCE.
Stephen A. Muchmore....	\$1300	51½ Harrison street.
Lydia Cranston.....	800	Mt. Lookout.
Janette Griffin.....	700	Columbia avenue.
Elizabeth Little.....	700	367 East Third street.
Ida Horstmann.....	450	517 East Third street.
*Hattie Levey.....	400	135 W. Ninth street.
Stella Williams.....	400	Cor. Mitchell and Eastern avenue.

EIGHTEENTH DISTRICT.

Beginning at the corner of McMillan street and Clifton avenue; thence north to the southern boundary of Clifton; thence west and north along the boundary of Clifton to the south-east corner of Cumminsville; thence west to Millcreek; thence south along Millcreek to the line of McMillan street; thence east to the place of beginning.

SCHOOL EDIFICE.—Built —, 1869; cost —, \$6,700; has 11 rooms and seats for 620 pupils. Lot 51 by 325 feet. Blong and Richardson lots (condemned) 136% by 200 feet; cost \$7,965. New house built 1882; cost \$57,001.76.

LOCAL TRUSTEES.—Cormany, Whitely, Taggart. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
G. W. Burns.....	\$1900	College Hill, Hamilton County.
W. C. Washburne.....	1300	Hamilton Pike, Cumminsville.
*Max C. Weis.....	1300	Blue Rock street, Cumminsville.
Louise A. Becker.....	800	313 Clark street.
Laura B. Talbott.....	800	137 Clinton street.
†Josephine Doering.....	700	172 McMicken avenue.
Sarah C. McLean.....	700	661 Freeman avenue.
*Emma K. Doering.....	700	172 McMicken avenue.
*Alma E. Dressel.....	700	Spring Grove ave., Cumminsville.
*Marie Brueckner.....	650	213 Browne street.
Ada F. Harris.....	600	97 West Eighth street.
Bertha L. Becker.....	550	313 Clark street.
Emma M. Smith.....	450	Central avenue, Fairmount.
*Victoria Doll.....	500	524 Baymiller street.
Maggie M. Phillips.....	450	328 Baymiller street.
Clara A. Williams.....	450	Turrill street, Cumminsville.
Cora A. Price.....	450	Ludlow, Ky.
Hattie Hunt.....	400	304 Browne street.
*Eva Zimmerman.....	400	108 Harrison avenue.

NINETEENTH DISTRICT.

Beginning at the north-west corner of old Woodburn boundary; thence along the former western boundary of Woodburn and section line to Columbia avenue; thence east on Columbia avenue to line of Cinnamon street; thence along said line and Cinnamon street (including both sides) to northern corporation line of Cincinnati; west along said line to place of beginning.

That portion of section 3, Millcreek Township, annexed for school purposes to the old Woodburn District, shall also form a part of the Nineteenth School District.

SCHOOL EDIFICE.—Woodburn avenue. Built 1860-'71; cost \$3,250-\$9,669; has 7 rooms and seats for 380 pupils. Lot, average size, 143 by 401 feet; cost \$888; 4 additional rooms built in 1881; cost \$14,779.

LOCAL TRUSTEES.—McCarthy, Moses, Douglass. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
J. H. Hoffman	\$1900	Gilpin avenue.
*John Schwaab.....	1200	Cherry street.
Angeline L. Odum.....	800	Woodburn avenue.
Alice M. Campbell	800	June street.
Priscilla Beekley.....	700	Wayne street.
Mary Murphy.....	700	210 Richmond street.
Rosa E. Nugent.....	700	Durrell avenue.
Ella P. Davis.....	700	422 Park avenue.
Mary M. Conway.....	600	Kenton street.
*Josephine C. Becker.....	500	74 Clark street.

TWENTIETH DISTRICT.

Beginning at Liberty and Baymiller streets; north on Baymiller to York street; east to Linn street; north to Central avenue; along Central avenue to Stark street; Stark street to Dunlap street; south to Findlay street; west to Plum street; south on Plum street to Liberty street; west on Liberty street to place of beginning.

SCHOOL EDIFICE.—Findlay street, between John and Linn. Built 1869; cost \$72,662; has 21 rooms and seats for 1,292 pupils. Lot 109½ by 243 feet; cost \$13,937.

LOCAL TRUSTEES.—Long, Hermann, ———. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
Lewis Freeman.....	\$1900	47 Everett street.
*Martin Dell.....	1300	Pulte street, N. Fairmount.
Ella Z. Willson.....	700	75 Everett street.
Fannie Crumpton.....	700	431½ Court street.
Mary E. Taylor.....	700	452 West Sixth street.

TWENTIETH DISTRICT—Continued.

NAME.	ANNUAL SALARY.	RESIDENCE.
*Emilie Kusterer.....	\$700	506 Linn street.
*Margaret Thilly.....	700	1175 Vine street.
Emma F. Wilcox.....	700	179 Laurel street.
Ella Halley.....	700	475 Baymiller street.
Mahala Barrick.....	700	341 West Findlay street.
Sallie Anderson.....	700	16 South Auburn street.
*Bertha Franken.....	700	479 West Seventh street.
Anna Roseboom.....	700	77 Clinton street.
Augusta Salevsky.....	700	118 Ohio avenue.
*Minnie Boltz.....	700	12 Loth street.
*Thekla Hablitzel.....	700	64 Webster street.
*Sophie Ehlerding.....	700	309 Findlay street.
Burd Prather.....	700	429 West Eighth street.
Emma Evans.....	600	247 Laurel street.
Lida Allen.....	600	266 Everett street.
Lizzie Ruess.....	600	18 East Liberty street.
Florence Grant.....	550	99 Oliver street.
Gussie Benninger.....	450	485 Elm street.

TWENTY-FIRST DISTRICT.

[STORRS TOWNSHIP.]

Beginning at the Ohio River, with the eastern boundary of the village of Riverside; thence northwardly and westwardly with the boundary of said village of Riverside to the eastern line of Delhi Township; thence north with the eastern line of Delhi Township to the line of Millcreek Township; thence east with the south line of Millcreek Township to Millcreek and the former boundary of the city; thence southwardly with Millcreek and said former boundary to the Ohio River; thence westwardly with the Ohio River to the place of beginning.

SCHOOL EDIFICE.—Storrs street, west of Burns. Built 1872-'78; cost \$50,206-\$2,712; has 15 rooms and seats 750 pupils. Lot 152 by 300 feet; cost \$18,129. Burns-street house has two rooms and seats for 100 pupils. Sedamsville house has 6 rooms and seats for 300 pupils; addition built in 1878; cost \$3,100; Warsaw house has 3 rooms and seats for 120 pupils. Mansion Place (Boyle House), cost \$50,000; purchased 1883.

LOCAL TRUSTEES.—Dehner, Rulison, Deckebach. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
G. W. Oyler.....	\$1900	Summit avenue, Price Hill.
*Casper Grome.....	1300	Kirby road, Cummins ville.
Hugo C. Haenger.....	900	Neave street, south of Storrs street.
Anna Brown.....	800	284 Richmond street.
Anna Reilly.....	800	231 Richmond street.
Mary E. Giebeler.....	800	Depot and Eighth streets.
Mary McBirney.....	700	Glenway avenue.
Carrie Haehn.....	700	311 Clark street.
Mary Russell.....	700	181 Elm street.

TWENTY-FIRST DISTRICT—*Continued.*

NAME.	ANNUAL SALARY.	RESIDENCE.
Ella Mulholland.....	\$700	Auburn Place, Mt. Auburn.
*Caroline Hermes.....	700	31 Burns street.
*Annie D. Klinge.....	700	614 Freeman avenue.
Mary Hastings.....	700	Madisonville, Hamilton Co., O.
†Lottie Hermes.....	700	31 Price Hill road.
Jennie C. Groger.....	600	S. W. cor. Eighth and Freeman ave.
Alice M. Morehouse.....	550	199 Everett street.
*Celia Fettweiss.....	550	167 McMicken avenue.
†Carrie Dehner.....	500	N. E. cor. Neave and German sts.
Carrie Pfeiffer.....	500	Mt. Lookout.
Julia Donohue.....	450	25 Freeman avenue.
Lillie Flynn.....	450	152 East Fifth street.
<i>Sedamsville.</i>		
†Chas. S. Mueller.....	1300	32 Price Hill road, Storrs.
Lizzie Kolker.....	700	East Walnut Hills.
†Louise Muehlbronner. .	700	S. W. cor. Richmond st. and Free- man ave.
*Emily Pistorius.....	700	468 Linn street.
†Hermine Mann.....	600	117 Clinton street.
†Wilhelmina Scheuing....	450	101 Delaney street, Cummins ville.
Rosa Dehner.....	400	N. E. cor. Neave and German sts.
<i>Mansion Place.</i>		
Christian F. Rapp.....	1300	Cummins ville.
Minnie Hazard.....	800	West Eighth street, Price Hill.
*Helen M. Theis.....	700	Mt. Hope road, near River road.
Edna Smith.....	700	Mt. Echo.
*Josephine Hoffroge.....	700	Ludlow, Ky.
Grace Clark.....	700	Cor. Grand ave. and Warsaw road.
Anna Brooks.....	650	Hawthorn avenue, Price Hill.
Nellie E. White.....	500	315 Longworth street.
Bartha Bramble.....	400	169 Broadway.
<i>Colored School.</i>		
Thomas Johnson.....	900	34 Barr street.

TWENTY-SECOND DISTRICT.

Beginning at the intersection of Hunt street and Montgomery road; east to Gilbert avenue; south to line of Liberty street; east along said line to the old line of Seventeenth Ward; thence in straight line north-eastwardly to Kemper lane bridge; thence east to the section line between sections "1" and "7," Millcreek Township; thence north along said section line to the north-east corner of the former village of Walnut Hills; thence west, following the boundary of said village, to Burnet avenue; south by Burnet avenue and Hunt street to Montgomery road, the place of beginning.

SCHOOL EDIFICE.—Corner of Locust and Orchard streets. Built 1872; cost \$75,700; has 19 rooms and seats for 1,054 pupils. Lot $230\frac{3}{4}$ by 215 feet; cost \$12,688.

LOCAL TRUSTEES.—Morgan, Hirst, McCarthy. Terms expire Monday, April 19, 1886.

TWENTY-SECOND DISTRICT—Continued.

NAME.	ANNUAL SALARY.	RESIDENCE.
Geo. W. Nye.....	\$1900	Gilbert ave., bet. Nassau & Curtis.
Francis E. Wilson.....	1300	Lane street, Walnut Hills.
*Geo. F. Braun.....	1300	May street, Walnut Hills.
Kate White.....	800	Ellison street, Mt. Lookout.
Fannie E. Ford.....	800	Lane Seminary, Walnut Hills.
Linda A. McGuire.....	800	Lane Seminary, Walnut Hills.
M. Louise Armstrong.....	800	185½ Barr street.
Mary E. Perkins.....	800	Willow street, Walnut Hills.
Lizzie K. Stevenson.....	700	Corner Kenton and Morgan streets.
Elizabeth Shields.....	700	161 Bayniller street.
Elizabeth Hicks.....	700	Chatham street, Walnut Hills.
†Elizabeth A. Poskey.....	700	Corner Fifth and Butler streets.
Alice G. Kendall.....	700	Mound street, Avondale.
Cynthia A. Bryant.....	700	91 East Fourth street.
Sarah Northman.....	700	Willow street, Walnut Hills.
Eulalie Artois.....	650	Gilbert av., bt. Chapel & Lincoln av.
Hattie S. Leach.....	650	Lane street, bet. Locust and Oak.
Thessie Cundy.....	650	McMillan street, near Park avenue.
Cora A. Young.....	550	Mound street, Avondale.
Anna Cappell.....	550	3 Walker street, Mt. Auburn.
Caroline Burnet.....	550	Brittany Building, Ninth street.
Emily Hay.....	550	Locust, bt. Gilbert av. & Chatham st.
Jennie Tuite.....	500	38 Lane st.

TWENTY-THIRD DISTRICT.

Beginning at the south-west corner of McMillan street and Clifton avenue; north to north section line of section 14, Township 3, F. R. 2, of the Miami purchase; east along said line to Burnet avenue; south to Oak street; west to Bellevue avenue; south to Auburn avenue; west and south to McMillan street; west to Vine street; south to Milk street; north-west (including both sides of Milk street) to Cliff street; south to Graham street; west to Ohio avenue; north (including both sides of Ohio avenue) to Parker street; west to Clifton avenue; north (including both sides of Clifton avenue) to McMillan street; west to place of beginning.

SCHOOL EDIFICE.—Vine street, between Boone and Molitor. Built 1878; cost \$30,567; has 12 rooms and seats for 730 pupils. Lot 100 by 180 feet.

LOCAL TRUSTEES.—Schumann, Emig, McLaughlin. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
Louis M. Shiel.....	\$1600	McMillan st., near Ohio avenue.
*Gustav Boetticher.....	1300	Bishop street, Mt. Auburn.
Sarah Corkhill.....	700	639 Sycamore street.
Alvina Penterman.....	700	12 Orchard street.
*Pauline Kusterer.....	700	506 Linn street.
*Sophia Hanhart.....	700	117 Clinton street.
Lizzie Conklin.....	700	159 Mound street.
Anna M. E. Francis.....	650	114 East Liberty street.
Nettie Eberle.....	550	393 John street.
Cornelia Theurkauf.....	550	1206 Vine street.
Isabel Miller.....	550	15 Dorsey street.
*Therese Otten.....	500	532 Main street.
Anna Seehausen.....	500	18½ Dennis street.
Pearl Mitchell.....	450	95 Betts street.

TWENTY-THIRD DISTRICT—Continued.

NAME.	ANNUAL SALARY.	RESIDENCE.
Marie Konersman.....	\$450	Corry st., bet. Vine and Jefferson.
Anna Muller.....	450	Kemper street, Walnut Hills.
Emma Kraiss.....	400	Carthage, Ohio.

TWENTY-FOURTH DISTRICT.

Beginning at the Ohio River and Main street, Pendleton; north on line of Main street to the ridge running parallel to and south of Grandin road; east to the corporation line of Cincinnati; south and west along said line to the Ohio River; west on said river to Main street, Pendleton, the place of beginning.

SCHOOL EDIFICE.—Pendleton house, built in 1862-'76; cost \$3,600-\$11,736; has 8 rooms and seats for 525 pupils. Lot 100 by 164 feet; cost \$1,600.

Columbia house, built 1876; cost \$42,775; has 8 rooms and seats for 394 pupils. Lot 120 by 340 feet; cost \$12,500.

LOCAL TRUSTEES.—Carver, Morgan, Hopkins. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
Richard C. Yowell.....	\$1900	Station C, Cincinnati.
*Charles G. Roth.....	1300	34 Taft street.
George H. Denham.....	1300	Station C, Cincinnati.
Henry J. Disque.....	1000	California, Hamilton County.
*Joseph Euphrat.....	800	4 Pleasant street.
Carrie E. Norris.....	800	Plainville, Hamilton County.
Lydia E. Porter.....	800	Station C, Cincinnati.
Florence E. Weaver.....	800	458 Eastern avenue.
Ella Leen.....	700	1193 Eastern avenue.
Amelia Browne.....	700	Morris Place, Columbia.
Kate W. Goudy.....	700	Station C, Cincinnati.
Rosa M. Fry.....	700	Camp Dennison, Hamilton County.
Lizzie McCluskey.....	700	Torrence road.
Hattie E. Melvin.....	600	Station C, Cincinnati.
Ida Westerman.....	600	Station C, Cincinnati.
Lillie Ried.....	600	590 Eastern avenue.
Lottie O'Neil.....	550	139 East Liberty street.
Emma Schadel.....	500	Station C, Cincinnati.
Laura O'Neill.....	450	97 Mulberry street.

TWENTY-FIFTH DISTRICT.

(FAIRMOUNT.)

Beginning at the south-west corner of Millcreek township; thence north to the north line of section 32; thence east to Millcreek; thence south to the north line of Storrs Township; thence west to the place of beginning.

SCHOOL EDIFICE.—Pine and State streets; has 14 rooms and seats for 710 pupils. Built 1876; cost \$37,650. Lot 190 by 200 feet; cost \$6,000. Old lot on Harrison pike, 94 by 100 feet; cost \$500. The house has 9 rooms.

LOCAL TRUSTEES.—Taggart, Cormany, Deckebach. Terms expire Monday, April 19, 1886.

TWENTY-FIFTH DISTRICT—Continued.

NAME.	ANNUAL SALARY.	RESIDENCE.
S. L. Miner.....	\$1900	Central avenue, Fairmount.
Rachel V. Wheeler.....	1000	Lane Seminary, Walnut Hills.
*Caroline Koehne.....	800	Harrison pike, Fairmount.
Laura H. Emery.....	800	475 Court street.
Ada M. Wheeler.....	800	Lane Seminary, Walnut Hills.
Abbie Keene.....	800	231 Cutter street.
Maria McAvoy.....	700	Mitchell street, Mt. Adams.
Mary H. Smith.....	700	Tremont street, Fairmount.
*Anna N. Schliffer.....	700	64 Mulberry street.
Emma Schell.....	700	734 Freeman avenue.
*Pauline Schaefer.....	700	159 Mound street.
Mary James.....	700	Lawnway and State sts., Fairmount.
Carrie Petermann.....	700	Glenway avenue, Price Hill.
*Emma Ashman.....	700	728 State avenue.
Marion Stewart.....	650	Hill street, Fairmount.
Matilda Gaefe.....	600	Lick Run.
*Albertina Zuest.....	550	238 Dayton street.
†Margaret Deckebach.....	550	14 Western avenue.
Mattie A. Moore.....	500	Irwin street, Fairmount.
John J. Johnston.....	500	302 Browne street.

TWENTY-SIXTH DISTRICT.

Includes the territory formerly in the Cumminsville School District.

SCHOOL EDIFICE.—West house on Kirby road and Hanfield street. Cost \$7,800; addition 1878, cost \$5,702. House has 8 rooms and seats for 400 pupils. Lot 205 by 155 feet; cost \$3,726.

East house on Knowlton and Langland streets. Built 1851-'67; cost \$2,675—\$6,035. House has 9 rooms and seats for 464 pupils. Lot 110 by 300 feet; cost \$1,000.

LOCAL TRUSTEES.—Whiteley, Cormany, Hirst. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
Wm. P. Gault.....	\$1600	Dorsey street.
Edward S. Peaslee.....	1300	Apjones street, Cumminsville st'n.
*Fred. Conrad.....	1300	Hamilton pike, Cumminsville st'n.
John C. Heywood.....	900	Chase avenue, Cumminsville st'n.
Mary Hill.....	800	Mt. Healthy, Hamilton County.
Marion Henderson.....	800	Langland street, Cumminsville st'n.
Ella M. Stickney.....	700	Madeira, Hamilton County.
Daisie J. McElwee.....	700	53 Harrison street.
*Matilda L. Walke.....	700	Riddle road, Clifton Heights.
*Bertha Grabert.....	700	Hamilton pike, Cumminsville st'n.
Fannie Cist.....	700	Hamilton pike, Cumminsville st'n.
Bella C. Hicks.....	700	Hamilton, Butler County.
†Bertha Diemer.....	700	Cumminsville.
*Emma Multner.....	700	Hoffner street, Cumminsville st'n.
Hattie E. Taylor.....	650	131 West Seventh street.

TWENTY-SIXTH DISTRICT—*Continued.*

NAME.	ANNUAL SALARY.	RESIDENCE.
Amalia Albert	600	21 Langland street, Cumminsville st'n.
*Anna M. Hardung	600	1140 Vine street.
Sallie Williams	500	18 Mitchel street, Pendleton.
Bella Haight	500	Hamilton pike, Cumminsville st'n.
Ada B. Christopher	450	Dane street, Cumminsville station.
Kate M. Keadin	450	192 Richmond street.

TWENTY-SEVENTH DISTRICT.

Beginning at the corner of Alfred street and Millcreek; on Alfred to Central avenue; on Central avenue to Freeman; on Freeman to York; on York to Millcreek; north along Millcreek to place of beginning.

SCHOOL EDIFICE.—On Riddle street, north of Bank. Built in 1871-'78; cost \$19,916-\$15,453; has 12 rooms and seats 798 pupils. Lot 115 by 170 feet; cost \$15,719.

LOCAL TRUSTEES.—Hocker, Whiteley, Cormany. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
C. C. Long	\$1900	Stricker avenue, Price Hill.
*Theodore Meyder	1300	Cumminsville.
Annie Hunter	700	393 Baymiller street.
Nannie Ewan	700	Tremont street, Fairmount.
Martha Lewis	700	East Norwood.
Maggie Kohlman	700	Elmwood.
*Albertina Friedeborn	700	87 Everett street.
Fannie Bloom	700	259 Clinton street.
Rosa Scherland	700	221 Freeman avenue.
*Emma Dressel	700	156 West Ninth street.
Cynthia Davidson	650	17 Gorman street.
Adelheid Koehnken	500	14 Milton street.
Emma Siebel	450	89 York street.
Ella B. Strobel	400	273 Freeman avenue.
Alice M. Goss	400	359 Findlay street.

TWENTY-EIGHTH DISTRICT.

Beginning at the corner of McMillan street and Colerain pike; east to Clifton avenue; Clifton avenue and Elm street to McMicken avenue; west to Dunlap street; south to Stark street; west to Central avenue; north-west to Colerain pike; north to McMillan street, the place of beginning.

SCHOOL EDIFICE.—On Browne street, west of Baymiller. Built in 1880; cost \$39,295; has 12 rooms and seats for 672 pupils. Lot 125 by 210 feet; cost \$9,667.

LOCAL TRUSTEES.—Pluemer, Kreh, Haass. Terms expire Monday, April 19, 1886.

TWENTY-EIGHTH DISTRICT—Continued.

NAME.	ANNUAL SALARY.	RESIDENCE.
E. A. Renner.....	\$1900	Jefferson ave., north of Greenwood,
*Geo. Sutterer.....	1300	13 Wilson street. [Corryville.
Lizzie Legge.....	700	355 Browne street.
Mary E. Copen.....	700	378 Baymiller street.
Louise S. Bohlander.....	700	79 Charlotte street.
*Matilda Guentter.....	650	387 Browne street.
†Emma Frick.....	650	89 Smith street.
*Barbara Voelckel.....	650	253 Browne street.
Carrie Evans.....	650	89 Smith street. [Corryville.
*Augusta E. Hess.....	650	Bishop street, north of Greenwood,
Anna Baenninger.....	650	88 Fourteenth street.
*Joanna L. Eppens.....	650	Alexander street, Corryville.
Adolph Wieger.....	600	15 Melancthon street.
*Louise Munder.....	600	Jefferson ave., north of Nixon st.
Anna Monter.....	450	4 Baum street.
Gussie Deppe.....	450	379 John street.
Valeska Danziger.....	450	48 York street.

FIRST INTERMEDIATE.

All that part of the city bounded on the east by John street; north by Laurel street, and a line therewith to Millcreek; west by Millcreek; south by the Ohio River.

SCHOOL EDIFICE.—Baymiller street, between West Court and Clark streets. Built 1854-'67; cost \$14,562-\$18,710; has 17 rooms and seats for 928 pupils. Lot 69 by 306 feet; cost \$5,500. Interior lot 34½ by 211 feet; cost \$4,497. Out-lot 20 by 100 feet, and interior lot 97 by 206 feet; cost \$9,000.

LOCAL TRUSTEES.—Rulison, Hermann, Weil, Becksmith, Haass. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
G. A. Carnahan.....	\$2100	Wyoming, Hamilton County.
*Gottlieb Mueller.....	1500	Fairmount.
A. W. Williamson.....	1500	192 West Seventh street.
W. H. Remley.....	1300	49½ Eastern avenue.
Sarah Schoonmaker.....	800	397 John street.
Henrietta Reuschel.....	800	393 John street.
Phebe B. Logan.....	800	348 Park avenue.
Mary P. Ashton.....	800	Osage avenue, Price Hill.
Jane T. Harle.....	800	285 Richmond street.
Harriet L. Shrom.....	800	1156 Madison street, Covington, Ky.
Martha Weidman.....	800	Tremont street, Fairmount.
Nancy E. Bridge.....	800	Linwood.
Emma Shrom.....	800	1156 Madison street, Covington, Ky.
Sarah C. Hill.....	800	112 Hopkins street.
Louise Turner.....	800	362 Court street.
Emma Crumpton.....	800	431½ West Court street.
Susan Rennick.....	800	480 West Ninth street.
Ella Reilly.....	750	231 Richmond street.
Mary Rennick.....	750	480 West Ninth street.
Minnie McKenzie.....	750	286 West Eighth street.
*Amelia Klausmeyer.....	700	151 Ohio avenue.

SECOND INTERMEDIATE.

All that part of the city bounded on the west by John street; north by Ann street, Miami Canal and northern boundary of Third District; east by the west line of Fourth District; south by the Ohio River.

SCHOOL EDIFICE.—Ninth street, between Walnut and Main. Built 1862; cost \$25,334; has 17 rooms and seats for 890 pupils. Lot 80 by 153 feet; cost \$24,000.

LOCAL TRUSTEES.—Hopkins, Finn, McLaughlin, Hirst, Terhune. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
W. A. Fillmore	\$2100	Chase avenue, East Walnut Hills.
D. C. Orr	1500	375 Elm street.
*Louis Rothenberg	1500	78 Dayton street.
A. Louise Sackett	800	Norwood, Hamilton Co., O.
Belle Woods	800	117 Broadway.
Mary F. Harwood	800	Kenner street, Ludlow, Ky.
Augusta A. Hoyt	800	397 John street.
Emilie A. Callaghan	800	Kleine street, East Walnut Hills.
Louise V. Stewart	800	94 East Fourth street.
Mary A. Bray	800	90 Carlisle avenue.
Maria J. Flynn	800	142 Broadway.
Mary B. Paddock	800	208 Richmond street.
Mary E. Crumley	800	243 West Ninth street.
Emma A. McAvoy	800	1 Mitchell street, Mt. Adams.

THIRD INTERMEDIATE.

That part of the city bounded on the west by Central avenue and the Miami Canal; north by the old corporation line from the Miami Canal to its intersection with the western boundary of the Sixteenth District; south by Ann street and the Miami Canal; the eastern boundary to so run as to include the First District.

SCHOOL EDIFICE.—Franklin street, between Main and Sycamore. Built 1870; cost \$85,488; has 22 rooms and seats for 1,200 pupils. Lot 152 by 100 feet; cost \$12,597.

LOCAL TRUSTEES.—O'Kane, Mithoefer, Moses, Douglass, Schumann. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
Ed. H. Prichard	\$2100	Wyoming, O.
*Michael Kneiss	1500	14 Euclid avenue, Mt. Auburn.
Atley S. Henshaw	1400	Josephine and Carmault sts., Mt. Auburn.
Fred. M. Youmans	1300	155 East Third street.
*Herman Von Wahlde ...	1300	Harris street, Newport, Ky.
Fannie M. Plumer	800	52 Clark street.
Lizzie R. Hervey	800	480 Elm street.

THIRD INTERMEDIATE—Continued.

NAME.	ANNUAL SALARY.	RESIDENCE.
Dora M. James.....	\$800	Mt. Healthy, O.
S. Harriet Evans.....	800	Hartwell, O.
Anna E. Blecker.....	800	15 Evans street, Mt. Auburn.
Maggie Brown.....	800	234 Richmond street.
Rebecca G. Lyle.....	800	22 Hopkins street.
Maggie Burley.....	800	419 Broadway.
Mary J. McKenna.....	800	155 East Third street.
Louise Reck.....	800	Lane Seminary, Walnut Hills.
Maggie H. Lloyd.....	800	21 Barr street.
Kate Murray.....	800	58 Hathaway street.
Laura A. Crone.....	800	Elm street, West Walnut Hills.
Margaret Reardon.....	800	359 John street.
Eliza Hardaway.....	700	279 West Fourth street.

FOURTH INTERMEDIATE.

That part of the city bounded on the east by Central avenue and the Miami Canal; north by the old corporation line; south by Laurel street and a line therewith to Millicreek; west by Millcreek.

SCHOOL EDIFICE.—West side of Baymiller street, north of Dayton. Built 1851-'60-'78; cost \$10,919-\$3,775-\$3,210; has 12 rooms and seats for 624 pupils. Dayton street lot 64½ by 160 feet; cost \$2,902. Baymiller street lot 60 by 150 feet; cost \$400. New Baymiller street lot 35 by 175 feet; cost \$4,200. Six additional rooms, built 1882; cost \$15,927.31.

LOCAL TRUSTEES.—Kreh, Eggers, Boughen, McCarthy. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
Geo. F. Sands.....	\$2100	Madisonville, Hamilton Co., O.
H. H. Brader.....	1500	East Norwood, Hamilton Co., O.
Joseph Grever.....	1500	Rudolph street.
Lafayette Bloom.....	1300	259 Clinton street.
*Adolph F. Lotter.....	1300	303 Browne street.
Rachel Carson.....	800	Cor. Gilbert ave. and Locust street.
Maggie Cameron.....	800	47 Everett street.
Mary Benninger.....	800	485 Elm street.
Dorothea Fritsch.....	800	Cor. Cutter and Wade streets.
Mary E. Dunaway.....	800	73 Everett street.
Louise M. Garretson.....	800	Lane, opposite Locust street.
Mary B. Meltzer.....	800	353 Baymiller street.
Bettie Wilson.....	800	475 West Court street.
Barbara Smith.....	800	Chase avenue, Cummins ville.
Lucy D. Ambrose.....	800	205 Baymiller street.
Carrie E. Barrington.....	800	54 Sherman avenue.
Belle Hopkins.....	650	368 Richmond street.

GAINES AND WESTERN DISTRICT AND HIGH SCHOOL.

[COLORED.]

The Western Colored District comprises all that portion of the city which lies west of Vine street, except *Sedamsville*, which is connected with the *Twenty-first District*, and *Cumminsville Colored*, which belongs to the *Eastern Colored District*.

SCHOOL EDIFICE.—Court street, south side, between John and Mound. Built 1859-'66-'68; cost \$5,562-\$3,425-\$2,939; has 13 rooms and seats for 500 pupils. Lot 84 by 130 feet; cost \$5,304-\$1,200-\$6,400.

Colony on Third street, east of John; has 4 rooms and seats for 190 pupils. Lot 32 by 100 feet. House and lot bought in 1865; cost \$15,000.

LOCAL TRUSTEES.—Hadden, Morgan, Long, Lee, Dehner. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
Peter H. Clark.....	\$2200	58 Sherman avenue.
Lewis D. Easton.....	1700	284 George street.
Samuel W. Clark.....	1400	289 Poplar street.
Charles D. Horner.....	1200	Dirr street, Cumminsville.
††Constantine Grebner. .	1100	8 Cook street, Camp Washington.
Melissa M. Hunster . . .	800	27 Chapel street, Walnut Hills.
Thomas A. Triplett.....	800	52 Oliver street.
Charlotte Williams.....	700	52 Sherman avenue.
Fanny Cole.....	700	339 West Court street.
Ophelia N. Bell.....	700	76 Pleasant street.
Susan Johnson.....	700	34 Barr street.
Lelia Adams.....	650	463 West Seventh street.
Hattie Todd.....	650	183 Wade street.
Blanche Liverpool.....	500	221½ Laurel street.
Callie D. Boyd.....	450	276 West Eighth street.
Hettie Taylor.....	400	60 Sherman avenue.

†† French and German.

SEDAMSVILLE.

[COLORED.]

In Storrs Township Hall. One room and seats for 40 pupils.

See Twenty-first District.

LOCAL TRUSTEES.—Same as Twenty-first District.

EASTERN DISTRICT.

[COLORED.]

Comprises all that portion of the city lying east of Vine street, except that embraced in Walnut Hills District.

SCHOOL EDIFICE.—Seventh street, north side, east of Broadway. Built 1858; cost \$7,939.49; has 6 rooms and seats for 200 pupils. Lot 60 by 90 feet; cost \$7,602.

LOCAL TRUSTEES.—Knight, Becksmith, Chuck. Terms expire Monday, April 19, 1886.

WALNUT HILLS DISTRICT.

[COLORED.]

Comprises all that portion of the city known as Walnut Hills.

SCHOOL EDIFICE.—Elm street, near Chapel. Built 1872; cost \$20,298; has 8 rooms and seats for 200 pupils. Lot 60 by 203 feet, and interior lot 30 by 100 feet; cost \$3,700.

LOCAL TRUSTEES.—Moses, Morgan, O'Kane. Terms expire Monday, April 19, 1886.

CUMMINSVILLE.

[COLORED.]

Comprises all that portion known as former Cumminsville School District.

House and lot on Dirr street, near Elmore street; cost \$4,000 in 1876. Lot 60 by 150 feet. The house has 4 rooms and seats for 140 pupils.

LOCAL TRUSTEES.—Wallace, Whiteley, Taggart. Terms expire Monday, April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
Wm. H. Parham	\$1900	Chapel street, Woodburn.
Andrew J. DeHart	1000	187 Sycamore street.
Elvira A. Willis	800	Myrtle avenue, Walnut Hills.
Luella M. Brown	800	Spring Grove avenue.
Sarah G. Jones	700	Elm street, Walnut Hills.
Mosella Wilson	700	1 Beech street, Walnut Hills.
Sarah A. Hann	700	141 East Eighth street.
Sarah J. Cole	700	339 West Court street.
Eliza Weaver	700	Locust street, Walnut Hills.
Thoms W. Minnes	500	38 Harrison street.
Amelia C. Taylor	500	60 Sherman avenue.
Ellanette Buckner	450	8 East Seventh street.

DEAF-MUTE SCHOOL.

Occupies three rooms in the Second Intermediate School House. It has seats for 44 pupils.

In charge of the Committee on Ungraded Schools: Messrs. Wallace, Chuck, Hopkins, Becksmith, Hocker, till April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
A. F. Wood	\$1200	Cheviot, O.
Carrie Fesenbech	650	Lane street, West Walnut Hills.

NORMAL SCHOOL.

Occupies two rooms in the Eighth District School House. Department of Theory, two rooms, and has seats for 80 pupils. Practice Department, five rooms, and has seats for —.

In charge of Committee on Teachers' Institute, Normal School, etc.: Messrs. McLaughlin, Rulison, Hadden, Carver, Finn, till April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
Carrie N. Lathrop.....	\$1900	293 George street.
*Johanna Huising	1400	92 Fourteenth street.
Anna Bewley	1000	62 Betts street.
Agnes L. Brown.....	900	Woodlawn, O.
Rosalie G. Hollingshead..	500	Reading road, near Oak street.

TEACHERS OF MUSIC.

In charge of Committee on Special Studies: Messrs. Kreh, Whiteley, Eggers, Knight, Guynan, till April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
G. F. Junkermann, Sup't.	\$2100	Mt. Lookout, Cincinnati.
Victor Williams.....	1600	34 Wesley avenue.
J. L. Zeinz.....	1600	321 Clifton avenue.
Wendel Schiel.....	1600	Kinney avenue, Woodburn.
Walter H. Aiken	1600	College Hill.
John Schmidt.....	1600	S. E. cor. Twelfth and Vine streets.
Louis G. Wiesenthal.....	1600	313 Clifton avenue.
V. Otto Williams.....	1600	64 Barton street.
Thomas P. Morgan.....	1000	122 West Seventh street.

TEACHERS OF DRAWING.

In charge of Committee on Special Studies: Messrs. Kreh, Whiteley, Eggers, Knight, Guynan, till April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
Christina J. Sullivan, Sup't	\$1900	392 West Fourth street.
Augusta Tozzer.....	1200	1251 Colerain avenue.
John Hauser, Jr.....	1000	102 Elder street.
Matilda Toepfert.....	800	Crippen street.
Grace H. Goss.....	800	614 Freeman avenue.
Frances Kohnky	700	129 Clinton street.

WRITING DEPARTMENT.

In charge of Committee on Special Studies: Messrs. Kreh, Whiteley, Eggers, Knight, Guynan, till April 19, 1886.

NAME.	ANNUAL SALARY.	RESIDENCE.
Alf. E. Burnett, Sr.....	\$1900	14 Saunders street. Mt. Auburn.
Mary H. Stevenson.....	1200	502 West Seventh street.
Chas. W. Bell.....	1200	76 Pleasant street.

HUGHES HIGH SCHOOL.

That part of the city south and west of a line drawn from the Ohio River up Elm street to Twelfth street; thence on Twelfth street to Central avenue; on Central avenue to Hamilton pike; on Hamilton pike to the south boundary line of the Twenty-fifth Ward, and north via said line to the north corporation line of the city; south, following the corporation line, to the Ohio River; thence along the Ohio River to Elm street, the place of beginning.

SCHOOL EDIFICE.—Fifth street, opposite Mound. Built 1853; cost \$23,375; has 11 rooms and seats for 531 pupils. Lot 90 by 200 feet—the property of the Hughes fund. Colony in adjoining building has 1 room and seats for 40 pupils.

LOCAL TRUSTEES.—For the school year 1885-'86: Neff, *ex officio*, Tatem, Davis, Stephens, Long.

NAME.	ANNUAL SALARY.	RESIDENCE.
E. W. Coy.....	\$2600	College Hill.
Jacob H. Bromwell	2100	Wyoming, O.
M. W. Smith.....	2000	Bond Hill.
H. B. Furness.....	2000	582 McMillan street.
Alan Sanders.....	1700	Westwood.
John C. Rolfe	1400	180 West Seventh street.
Lucia Stickney.....	1200	Church avenue, Walnut Hills.
Clara B. Jordan.....	1200	209 Carlisle avenue.
Ellen M. Patrick.....	1200	7 McMillan street, Walnut Hills.
Josephine Horton.....	1200	Wyoming, O.
*Therese Kirchberger....	1200	166 West Seventh street.
Alma F. Oyler.....	1200	Summit avenue, Price Hill.
Blanche Veillard.....	1200	206 Auburn street, Mt. Auburn.
Anne M. Goodloe.....	1000	Cummins ville.

WOODWARD HIGH SCHOOL.

That part of the city east and north of Elm street, Twelfth street, Central avenue, Liberty street and Hamilton pike; that part of the city south and west of the northern and eastern corporation line, and the annexed districts, and north of the Ohio River.

SCHOOL EDIFICE.—Franklin street, between Sycamore and Broadway. Built 1854-'67-'80; cost \$51,230-\$16,005-\$5,807; has 14 rooms and seats for 582 pupils. Lot 215 by 220 feet—the property of the Woodward fund.

LOCAL TRUSTEES.—For the school year 1885-'86: Neff, *ex officio*, Williams, Goshorn, Hirst and Taft.

WOODWARD HIGH SCHOOL—*Continued.*

NAME.	ANNUAL SALARY.	RESIDENCE.
Geo. W. Harper.....	\$2600	Gilbert avenue, Walnut Hills.
Chauncey R. Stuntz.....	2200	Terrace Park, Hamilton Co., O.
Geo. W. Smith.....	2000	Cor. Josephine and Carmalt sts.,
Wm. H. Pabodie.....	2000	Wyoming, O. [Mt. Auburn.
A. M. Van Dyke.....	2000	Wyoming, O.
Ferd. C. Gores.....	1500	417 Broadway.
Henrietta Walter.....	1200	52 Betts street.
Nettie Fillmore.....	1200	54 Clinton street.
Charlotte Gibson.....	1200	91 Clinton street.
Eleanor O'Connell.....	1200	Nassau street, Walnut Hills.
M. Sarazin	1100	The "Ortiz."
Maggie W. Mosbaugh.....	1000	• Forest avenue, Avondale.
Emma R. Johnston.....	1000	39 Everett street.
Adeline A. Stubbs.....	1000	Harvey avenue, Avondale.
Alice Harton	1000	Beresford avenue, Walnut Hills.

DAILY SALARIES, 1885-86.

JANITORS. (313 DAYS TO THE YEAR.)

SCHOOLS.	PER DIEM.	SCHOOLS.	PER DIEM.
1st District.....	\$2.05	21st District (Burns street).....	\$.80
2d District.....	1.75	22d District.....	2.45
3d District.....	2.00	23d District.....	1.80
4th District.....	1.40	24th District (Columbia).....	1.69
5th District.....	2.05	24th District (Pendleton).....	1.35
6th District.....	2.60	25th District.....	2.00
7th District.....	2.00	25th District (Colony).....	.40
8th District.....	2.55	26th District (District House)....	1.25
9th District.....	1.60	26th District (Int'med'te House)	1.15
10th District.....	2.40	27th District.....	1.70
10th District (Colony) .....	.50	28th District.....	2.05
11th District.....	2.45	Mornington.....	.80
12th District.....	2.60	Mornington (Colony) .....	.20
13th District.....	2.40	1st Intermediate.....	2.40
13th District (Colony).....	1.00	1st Intermediate (Colony).....	.40
14th District.....	2.50	2d Intermediate.....	2.00
15th District.....	2.40	3d Intermediate.....	2.40
16th District.....	1.60	4th Intermediate.....	1.90
17th District.....	1.60	Woodward.....	2.50
18th District.....	2.00	Hughes.....	2.00
19th District.....	1.60	Gaines and Western (Colored)....	1.60
20th District.....	2.60	Eastern (Colored).....	.85
21st District (Main House).....	2.30	Walnut Hills (Colored)	1.25
21st District (Sedamsville).....	1.05	Sedamsville (Colored).....	.20
21st District (Mansion Place)....	1.50	Third Street Colony (Colored)....	.63

TIME TABLE

FOR

ENGLISH SCHOOLS.

TIME.	GRADES.				
	H	G	F	E	D
	Hrs. Min.	Hrs. Min.	Hrs. Min.	Hrs. Min.	Hrs. Min.
Recesses (two per day, 15 min. each)....	2 30	2 30	2 30	2 30	2 30
Opening Exercises.....	1 15	1 15	1 15	1 15	1 15
STUDIES.					
	Hrs. Min.	Hrs. Min.	Hrs. Min.	Hrs. Min.	Hrs. Min.
Object Lessons.....	3 00	3 00	30	2 00	1 00
Reading.....	5 00	4 00	5 00	5 00	5 00
Spelling.....	4 00	4 00	4 00	3 15	2 30
Writing.....	2 00	2 00	1 30	1 30	1 30
Arithmetic (Mental and Written).....	3 00	3 00	4 00	4 00	5 00
Drawing.....	1 30	1 00	1 30	1 30	1 30
Music.....	1 30	1 00	1 30	1 30	1 30
Geography.....	....	....	....	1 30	2 30
Composition.....	....	....	1 45	2 00	1 15
Grammar.....	....	2 00	2 00	1 30	2 00
Totals.....	20 00	20 00	23 45	23 45	23 45

TIME TABLE

FOR

GERMAN-ENGLISH SCHOOLS.

TIME.	GRADES.									
	H		G		F		E		D	
	Hrs.	Min.	Hrs.	Min.	Hrs.	Min.	Hrs.	Min.	H.	M.
Recesses (two per day, fifteen minutes each).....	2	30	2	30	2	30	2	30	2	30
Opening Exercises, with music...	1	15	1	15	1	15	1	15	1	15
STUDIES.	Eng.	Ger.	Eng.	Ger.	Eng.	Ger.	Eng.	Ger.	Eng.	
	H. M.	H. M.	H. M.	H. M.	H. M.	H. M.	H. M.	H. M.	H. M.	H. M.
Object Lessons	1 30	2 00	1 30	1 30	1 00	1 00	1 00	1 00	1 00	1 00
Reading	2 30	2 30	2 00	2 00	2 20	2 20	2 00	2 00	2 30	2 30
Spelling.....	2 00	2 00	1 30	1 30	2 00	2 00	1 30	1 30	1 30	1 30
Writing.....	1 00	1 00	1 00	1 00	1 00	1 00	1 00	1 00	1 00	1 30
Arithmetic (Mental and Written).	2 30	....	2 30	....	3 00	....	3 00	....	4 30	4 30
Music.....	30	1 00	30	1 00	30	1 00	30	1 00	1 00	1 00
Drawing.....	....	1 30	....	1 00	....	1 00	....	1 00	1 30	1 30
Composition.....	....	....	....	....	1 00	1 00	50	1 20	1 00	1 00
Grammar.....	....	....	1 00	1 00	1 00	1 30	1 00	1 30	1 45	1 45
Geography.....	....	....	....	....	....	....	1 00	....	2 30	2 30
*Translation.....	....	....	....	1 00	....	1 00	....	1 30	....	....
German.....	....	....	....	....	....	....	....	....	5 00	5 00

*Translation in the H Grade to be taught in connection with Object Lessons.

TIME TABLE OF MUSIC TEACHERS FOR 1885-86.

G. F. JUNKERMANN, SUPERINTENDENT.

TIME.	JUNKERMANN.	WILLIAMS.	ZEINZ.	SCHIEL.	AIKEN.	SCHMIDT.	WIESENTHAL.	O. WILLIAMS.	MORGAN.
Monday, A. M....	Woodward.	11th District.	8th District.	19th District.	9th Dist. & 2d Intermediate.	13th District.	20th District.	17th District.	Eastern Dist.
Monday, P. M....	Woodward.	12th District.	1st District.	22d District.	3d District.	10th District.	5th District.	4th Intern'e.	Walnut Hills.
Tuesday, A. M....	Supervision.	1st Intern'e.	6th District.	4th District.	21st District.	28th and 27th Districts.	16th District.	14th District.	Gaines & West.
Tuesday, P. M....	Supervision.	1st Intern'e.	3d Intern'e.	18th District.	2d Intern'e.	13th District.	23d District.	4th Intern'e.	3d St. Colony.
Wednesday, A. M....	Normal and Supervision.	7th District.	8th District.	25th District.	26th District.	15th District.	20th District.	24th District (Columbia).	Gaines & West.
Wednesday, P. M....	Normal and Supervision.	12th District.	3d Intern'e.	25th District.	26th District.	10th District.	21st District.	24th District (Pendleton).	Cummins'v'e.
Thursday, A. M....	Mornington.	11th District.	1st District.	22d District.	3d Dist. & 2d Intermediate.	2d District.	16th District.	4th Intern'e.	Gaines & West.
Thursday, P. M....	Supervision.	7th & 11th Dis. alternately.	3d Intern'e.	18th District.	2d Intern'e.	13th District.	23d District.	4th Intern'e.	Walnut Hills.
Friday, A. M....	Normal and Hughes.	1st Intern'e.	6th District.	19th District.	21st District.	15th District.	21st Dist. and Price Hill.	17th District.	Eastern Dist.
Friday, P. M....	Normal and Hughes.	1st Intern'e.	3d Intern'e.	4th District.	9th District.	27th and 28th Districts.	5th District.	14th District.	Sedamsville.

PROGRAMME OF TEACHERS OF DRAWING

FOR 1885-86.

CHRISTINA J. SULLIVAN, SUPERINTENDENT.

TIME.	C. J. SULLIVAN.	A. TOZZER.	J. HAUSER, JR.	M. TOEPFERT.	GRACE GOSB.	FRANCES KOHNKY.
Monday, A. M. } Monday, P. M. }	Supervision.	2d Intermediate Sch.	3d Intermediate Sch.	1st Intermediate Sch.	4th Intermediate Sch.	{ East. Dist. Colored. 4th Dist. Int. Dept.
Tuesday, A. M. Tuesday, P. M.	Normal School. Hughes High School.	Gaines High School. 18th Dist. Int. Dept. }	3d Intermediate Sch.	1st Intermediate Sch.	25th Dist. Int. Dept.	16th Dist. Int. Dept.
Wednesday, A. M. } Wednesday, P. M. }	Supervision.	2d Intermediate Sch.	3d Intermediate Sch.	1st Intermediate Sch.	4th Intermediate Sch.	{ Warsaw. Sedamsville.
Thursday, A. M. } Thursday, P. M. }	Woodward High Sch.	2d Intermediate Sch.	3d Intermediate Sch.	21st Dist. Int. Dept.	4th Intermediate Sch.	{ Pendleton. Columbia.
Friday, A. M. } Friday, P. M. }	Supervision.	26th Dist. Int. Dept.	{ 17th Dist. Int. Dep. Morningson. }	1st Intermediate Sch.	22d Dist. Int. Dept.	{ Walnut Hills Col'd. 19th Dist. Int. Dept.

PROGRAMME OF WRITING DEPARTMENT.

A. E. BURNETT, Sr., - - - Superintendent.

MONDAY AND THURSDAY, A. M., - - - - - Normal School.
 WEDNESDAY, - - - - - Hughes High School.
 FRIDAY, A. M., - - - - - Woodward High School.
 Balance of time given to supervision in the District and Intermediate Schools.

MARY H. STEVENSON, - - - First Assistant.

MONDAY: Fourth, Seventeenth, Eighteenth, Twenty-fifth and Twenty-sixth Districts (Intermediate Department) and Second Intermediate School.
 TUESDAY: Sixteenth, Nineteenth, Twenty-first, Twenty-second and Twenty-fourth Districts (Intermediate Department).
 WEDNESDAY: Third Intermediate School and various Districts.
 THURSDAY: First and Fourth Intermediate Schools.
 FRIDAY: Various Districts.

CHAS. W. BELL, - - - Assistant.

	A. M.	P. M.
MONDAY.....	Eastern District.	Western District.
TUESDAY.....	Cummins'v'e or West'n Colony.	Walnut Hills.
WEDNESDAY..	Gaines Third Street Colony.	Gaines Intermediate.
THURSDAY....	Eastern District.	Western District.
FRIDAY	Sedamsville Colony or Gaines Intermediate.	Walnut Hills.

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